

Towards Reciprocal Partnerships in the Cross-cultural Mentoring Process

Master's Thesis

Shania (Sun Won) Shin

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University of Helsinki

Institute of Behavioural Sciences

Center for Research on Activity,

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Supervisors: Yrjö Engeström and Sami Paavola

(Annalisa Sannino and Anu Kajamaa)

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I. INTRODUCTION

I-1. Origin of Mentorship in Odyssey

Today, the concept of mentorship is both prevailing and widespread in contemporary business culture. However the notion of mentorship can be traced back to ancient Greece after the character Mentor, a major figure in the Homeric legend of Odyssey. In the Odyssey, King of Ithaca 'Odysseus' leaves his young son 'Telemachus' in the care of his friend 'Mentor' while going off to war with the Trojans. Over two decades that follow, Mentor assumes care of Telemachus by taking on the role of a teacher, role-model and counselor (Homer, 1969).

What we now know as mentoring can be said to reflect the demands of the age. While in the 1970s and 1980s, the mentoring relationship was mainly adopted by wealthier white men in business field, mentoring has since then evolved from individual to institutional context (Odiorne, 1985; Levinson, 1978; Bourdieu, 1986; Colley, 2002). In the 1990s, mentoring at the institutional or national level was prevalent not only in business management but was also seen in teaching and nursing fields, especially in the US and the UK (Miller, 2002; Ford, 1999). However, mentoring in an era of globalization should not be bound by national contexts. Consequently, this paper investigates how mentoring would result in mutual benefit to both mentor and mentee in our generation of globalization.

Following on the "Internationalize or die" slogan of that took hold of Finland in the 1990s, in October 2012, the Helsinki Education and Research Area (HERA) mentorship program commenced in Helsinki, Finland as a pilot study. The core aim of the HERA is meet the increasing demands of both international students and graduates who have attempted to find employment in Finland and Finnish companies in the Helsinki region which have accelerated efforts to internationalize their work force. This paper uses activity theory to shed new light on mentorship as a reciprocal partnership in the cross-cultural context explained above and on the HERA mentorship program.

I-2. Research Interests

Prior to enrolling in the international Master's course 'ATMO: Adult Education and Developmental Work Research' in the Faculty of Behavioural Sciences of University of Helsinki, I had spent the last decade employed at various leading global companies, such as Coca-Cola, Deutsche Bank, Qualcomm and Standard Chartered in South Korea as a Senior Officer in business planning, strategy and management support. However, regardless of this working experience, as soon as I arrived in Helsinki I decided to put extra effort into familiarizing myself with Finnish culture and integrating within Finnish society. These efforts took the form of my participation in an intensive Finnish course at Helsinki Summer School. For the sake of better understanding Finnish working life and as a non-Finnish job-seeker, I also attended numerous workshops and offered by the Immigration Division, Office of Economic Development and International Relations Division of City of Helsinki and of City of Espoo. One of the noteworthy activities I took part of in Helsinki was called Welcome Weeks, a cross-cultural mentorship program organized by the Helsinki Education and Research Area (HERA).

On 17th September 2012, in the midst of the forum of 'Talent Factory', I met the organizer of the HERA mentorship program, Mari Korpiola. The forum took place in Sokos Hotel Presidentti, Helsinki for the purpose of bringing together international talents and Finnish employers. Once I was accepted as one of 28 mentees, the organizer of the HERA took the initiative to suggest writing a thesis on the cross-cultural mentorship program for towards a Master's Degree. This led to a meeting with the organizer of the HERA and Professor Yrjö Engeström and Annalisa Sannino and the ultimate topic of my Master's thesis, the HERA mentorship. In the course of my Master's studies, I was introduced to the empirical and practical theory, Cultural-Historical Activity Theory (CHAT), which belongs to a broad family of sociocultural approaches. Being thoroughly impressed by CHAT, I began to cultivate a desire to further explore this theory in the context of a cross-cultural mentorship program.

The move towards internationalization is undoubtedly inevitable in today's global era. As Finland is no exception to this trend to enhance competitiveness in the world market, the

HERA mentorship program is worthy of scrutiny as a future model and platform for cross/cultural mentorship. Being myself an international graduate who desires to integrate within Finnish society, and to one day be future mentor in the Finnish workplace, it is my hope that this research will serve to enrich the experiences of both future mentor-mentee pairs guide them through a process of reciprocal and mutually beneficial partnerships.

For that purpose, three research questions have been carefully designed with the intention of improving the ability of mentorship studies within a conceptual and theoretical framework.

The first examines how different types of questions could be used for dynamic discourse. The second question investigates how topics and purpose could be formed and shifted in the reciprocal mentorship processes. The last question looks at whether the cross-cultural context could be identified and engaged by the mentor and mentee. These three questions are fully explored in Chapter III in line with the appropriate theoretical framework.

I-3. Structure of Thesis

This study consists of ten chapters. In Chapter II, the historical context of the HERA mentorship program is introduced against the general backdrop of mentorship development and the trend of Finnish Higher Education Institutions (HEIs) in the global era. In Chapter III, Cultural-Historical Activity Theory (CHAT) is presented as the appropriate theoretical framework within which to conceptualize the key issues of this study. In Chapter IV, my research problems and data are introduced followed by a description of the process of data collection, as well as three methods of sequential data analysis.

From Chapter V to Chapter VII, three different perspectives are presented with the aim of answering the three identified research problems. Each research problem is answered in each chapter respectively, and meaningful findings are elucidated in line with excerpts from the transcript. In Chapter V, six different types of questions are analyzed with time series in cross-cultural mentoring processes. Excerpts from the discourse of three selected dyads are presented for the purpose of exemplifying questions as an indicator. In Chapter

VI, the evolution of seven types of objects is determined in accordance with the trajectory of the mentorship process, followed by specific extracts from the transcript of three selected dyads. In Chapter VII, activity theory is examined as a new lens through which to view the cross-cultural mentorship process.

Chapter VIII presents conclusions and discussion. In Chapter VIII, the main findings are summarized, interpreted and re-conceptualized, followed by a discussion on the validity and reliability of the research.

II. HISTORICAL CONTEXT OF THE HERA MENTORSHIP PROGRAM

II-1. Development of Mentorship on the Right Path

In the Odyssey, we see a prototypical master-apprentice relationship or mentoring of craft on the right path as described by Victor and Boynton. Organizational scholars Victor and Boynton (1998) have studied the development of different types of work and production over the past century and set out "the right path" to describe the historical development of work and production beginning with craft, to mass production, process enhancement and mass customization towards co-configuration, which they argue characterize innovation-driven production.

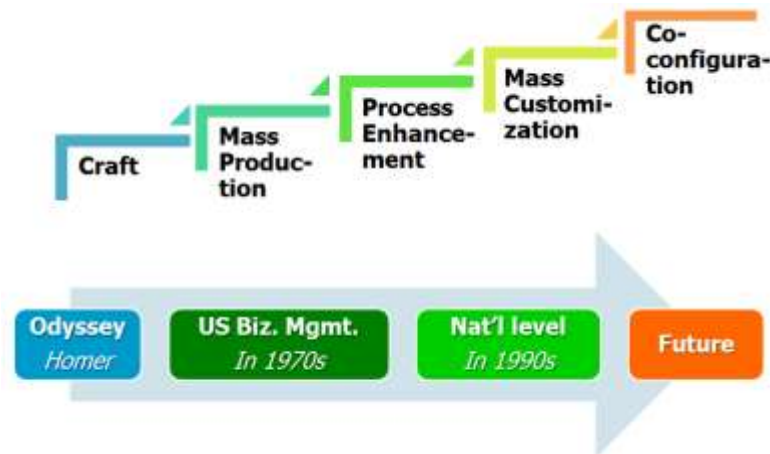


Figure 2.1.Historical Phases of Mentorship on the ‘Right Path of Victor & Boynton (1998. p.233)’

Since the 1970s mentorship has been practiced and embedded as within innovative training programs in many organizations, especially in US business management (Odiorne, 1985). Stemming from the popular hold of mentorship in the US (Levinson, 1978), the mentoring relationship has been considered as a crucial ingredient in the transmission of cultural capital (Bourdieu, 1986) as well as for the career and life development of wealthier white males. In the 1990s, the mentoring relationship has converted into a more unified and standardized form in the US and the UK. With the rise of mass production and customization, mentorship programs have become a major vehicle for training in the field of teaching, nursing, career guidance and business management (Colley, 2002). Mentorship has further expanded as a policy solution in the US where ‘Big Brothers Big sisters’ and

‘Gear up’ mentorship initiatives have been organized and launched national-wide to assist disadvantaged young people (Miller, 2002). Similarly, in the UK, a localized youth mentorship program from the mid-1990s (Ford, 1999) has been embedded in most youth transition programs such as ‘the New Deal and the Learning Gateway’.

Analogous state-level projects are reflected in other advanced capitalist countries, such as Canada, Israel, Sweden and Australia. This concurrent trajectory demonstrates that mentorship has evolved from a sporadic and informal phenomenon into a more systematic and unified national or state-level program (Colley, 2002). In other words, mentorship has moved from the level of mass production on the right path of Victor and Boynton. At the same time, the mentoring relationship has changed in accordance with shifting trainee needs in the context of wealthier white males to socially excluded youth. This indicates a general move towards mentoring at the stage of mass customization towards co-configuration, which is characterized as a reciprocal learning process between mentor and mentee.

TRIEC Mentorship as an Example of Co-configuration

In 2004, the Toronto Region Immigrant Employment Council (TRIEC) worked with employment service providers to create a mentoring partnership which over the last decade has paired over 8,000 skilled immigrants with established professionals in their field. Thanks to these efforts, 70 per cent of mentees had found jobs in their field within 6 months of the mentoring relationship (TRIEC, 2012). Before TRIEC launched the mentorship program, several community-based mentoring programs had existed in the Toronto Region, yet the scope and ability to attract employers as a key partner was limited. Unlike previous and prevailing mentoring programs which had secured lopsided relationships, the TRIEC mentoring partnership highlighted win-win solutions for both mentee and mentor as a more mutually supportive partnership. For instance, TRIEC has supported employers in building their capacity to recruit, retain and promote skilled immigrants through a variety of learning initiatives. TRIEC has also worked with community partners and other stakeholders to offer mentors support to develop their own personal and professional skills for an increasingly diverse workplace in Toronto, Canada.

As a result, 94 per cent of mentors have reported improvement in their ability to communicate and work effectively with colleagues from different cultures (TRIEC report 2012). Furthermore, mentors have returned to their employers with newly acquired skills that help to build more inclusive workplaces.

As a new mode of post-industrial production, co-configuration has emerged as a distinct phase apart from mass production and customized knowledge creation. The core concept of co-configuration can be encapsulated as process of dynamic knowledge creation by means of discourse between a customer, a producer and the product (Victor & Boynton, 1998). At this stage, the role of customers cannot no longer be restrained as a passive receiver. Producers are asked to learn from their clients and to adapt to the needs of customers when they develop new products and improve service quality. It underscores mutual benefits to both customers and producers as a reciprocal relationship. According to Engeström (1987), developmental contradictions, tensions and multi-voicedness facilitate the learning potential of networks and the construction of collaborative and meaningful targets (objects) in the phase of co-configuration (Kerosuo, Toiviainen & Syrjälä, 2011). In other words, learning in co-configuration takes place between multiple activity systems that represent diverse social languages and loosely interconnected domains of expertise (Engeström, 2004, 11). Since co-configuration can be described as a process of learning and adapting by sensing and responding to emerging demands, it is important to build on-going interdependent relationships between individual clients and the available resources (Virkkunen & Newnham, 2013, 58). Corresponding to this, the success of the TRIEC mentoring service can be attributed to the fact that the voice of skilled immigrants had been heard and their emerging demands had been responded to leading to interdependent and meaningful targets. The TRIEC mentoring partnership, in this sense, can be seen as opening the possibility of mentorship at the level of co-configuration where a reciprocal learning partnership between mentor and mentee takes place in a in multi-cultural context.

Literature on Mentorship

Against this historical backdrop, literature on mentorship has become one of the most popular topics in management and education over last decades. Approximately five

hundred articles have been published on the topic of mentoring between 1987 and 1997 alone (Allen & Johnston, 1997). Despite the abundance of publications, the lack of attention on theory-driven research has hindered progress on mentorship research (Russell & Adams, 1997). Russell and Adams further criticize mentorship for focusing merely on the instrumental principle and correlations based on 'one off' studies or limited samples. As a result, definitions of mentorship are seldom comprehensive enough to adapt to new topics as an integrated research framework (Bozeman & Feeney, 2007). On the other hand, Burke and MacKeen note that "most research findings are merely listings of empirical results (1997; 44)". Those listings of empirical results, however, have not been broadly applicable in other sectors but have remained narrowly defined as against preset institutional goals such as improving organizational performance (Payne & Huffman, 2005; Singh, Bains, & Vinnicombe, 2002; Wilson & Elman, 1990) or for a prescribed sector of professionals (Allen et al., 2004; Godsalk & Sosik, 2003; Dirsmith & Covalleski, 1985; Fagenson, 1989; Noe, 1988), women (Burke & McKeen, 1996, 1997; Ragins, 1989; Ragins & Sundstrom, 1989; Scandura & Ragins, 1993) and minorities (Ragins, 1997a; 1997b; Thomas, 1990).

As a result, the body of work on mentorship has found limited application in extended research and has proven less adaptable to varying types of mentoring contexts. Furthermore, the phenomenon of internationalization and crossing-boarder relationships are hardly taken into account in most literature on mentorship. It ascribes to the fact that studies examining multinational or multicultural mentorship are yet scant and less common (Allen and Eby, 2007). This lacuna would seem to the study of cross-cultural mentorship programs as a springboard for further research of multinational and multicultural mentoring partnerships.

Notwithstanding the interesting history and publications on mentoring, scholarship on the topic of mentorship is still lacking. The concept of mentoring is still ambiguous and the 'multiple-meanings' of mentorship only leads to the thinking that *'if everything is mentorship then nothing is'* (Bozeman & Feeney, 2007). In the early literatures, as Bozeman and Feeney criticize, available concepts of mentoring do not set out the meaning of concepts and their limitations making it difficult to identify the attributes of mentoring. Besides that, definitions are neither adaptive nor robust enough to move easily to new topics. While in contemporary research, Kram and Isabella's (1985) conceptualization of

mentoring has been influential to subsequent mentoring studies by Eby and Allen (2002), Ragins, Cotton and Miller (2000) and Scandura and Schriesheim (1994), in the recent article of Bozeman and Feeney, mentoring is noticeably redefined on the basis of antecedent definitions for the sake of drawing the line between mentoring and other means of knowledge transmission.

Table 2.1.Definitions of Mentoring in Literature

Definitions	Literatures
<i>“Mentors provide young adults with career-enhancing functions, such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection, all of which help the younger person to establish a role in the organization, learn the ropes, and prepare for advancement”</i>	Kram & Isabella, 1985, p. 111
<i>“Mentoring is an intense long-term relationship between a senior, more experienced individual (the mentor) and a more junior, less experienced individual (the protégé)”</i>	Eby & Allen, 2002, p. 456
<i>“A mentor is generally defined as a higher-ranking, influential individual in your work environment who has advanced experience and knowledge and is committed to providing upward mobility and support to your career. Your mentor may or may not be in your organization and s/he may or may not be your immediate supervisor”</i>	Ragins, Cotton, & Miller, 2000, p. 1182
<i>“Mentorship is a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development. Mentorship entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)”</i>	Bozeman & Feeney, 2007, p.731

Although Bozeman and Feeney redefine mentorship as ‘the transmission of knowledge, social capital and psychosocial support’ from the mentor to the mentee, mentorship should be emphasized as a more comprehensive concept that describes a reciprocal learning process, rather than a lopsided relationship. In this regard, one antecedent definition has figured prominently in this study. In 1994, Scandura and Schriesheim conceptualized

mentoring in their publication of ‘*Leader-member exchange and supervisor career-mentoring as complementary constructs in leadership research*’ as referred to later.

*Mentoring as a **transformational activity** involving a **mutual commitment** by mentor and protégé to the latter’s long-term development, as a personal, extra organizational investment in the protégé by the mentor, and as the changing of the protégé by the mentor, accomplished by the **sharing of values**, knowledge, experience, and so forth (Scandura & Schriesheim, 1994, 1589)*

[Emphasis added]

II-2. Challenges of Finnish HEIs in the Era of Internationalization

Finland is a Nordic country situated in Northern Europe. While it is the eighth largest country among European countries and sixty-fourth in the world, it hosts a population of a little over five million which makes it the most sparsely populated country in the European Union (OECD, 2012). According an OCED report (2013), Finland ranks among the top-performing countries in a large number of topics in the Better Life Index. Finland’s education system, in particular, has consistently ranked among the best in the world for more than a decade. As Harvard researcher Dr. Tony Wagner expressed in his short film in 2012, the most surprising school system of the world turned out to be the so-called ‘The Finland Phenomenon’ and has drawn deserved attention from the rest of the globe.

Table 2.2. International Degree Students in Finnish HEIs in 2010

Total of Int’l degree students	15,7070	5.2% (of all HEIs students)
In Universities	7,815	4.6% (of all university students)
In Polytechnics (UAS)	7,892	5.7% (of all polytechnic students)

(Source: Statistics Finland)

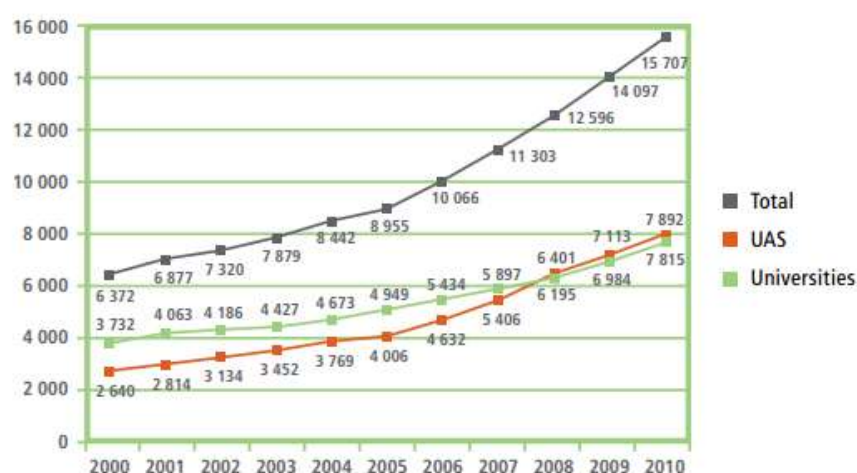


Figure 2.2. Development of International Degree Students in Finnish HEIs (2000-2010)
(Source: Statistics Finland)

Parallel to the Finland Phenomenon, the number of international students enrolled at Finnish Higher Education Institutions (HEIs) has been on the rise. In the statistics of the Centre for International Mobility (CIMO, 2011), the total number of incoming international degree students in 2010 (Table 2.1) reached approximately five percent of both all universities and all Universities of Applied Science (UAS). Over the last decade, the number of incoming higher education students has sharply risen by 247 per cent from 6,372 in 2000 to 15,707 in 2010 (Figure 2.2). Most of the incoming students (83.7%) in Finnish HEIs have come from Europe, in particular Germany, France, Spain, Italy, Russia and Poland. However, recently the European slice has slightly shrunk, whereas the Asian portion has increased. Based on development figures, the Ministry of Education set a goal in its ‘Strategy for the internationalization of higher education institutions in Finland 2009-2015 (Table 2.3)’ to attract 20,000 (7% of all students) international students to HEIs by 2015(Finnish Ministry of Education, 2009).

Table 2.3. Mobility Goals for 2015 in Finnish HEIs

Mobility goals for 2015				
Aim	2015		2007	
The number of non-Finnish degree students in HEIs	20,000	7%	11,303	3,7%
The share of non-Finnish students in graduate schools		20%		15,8%

(Source: Ministry of Education, Finland)

Employability of International Graduates from Finnish HEIs

Finland's high-quality educational system has contributed to its positive image internationally, which in turn, has given the country a competitive edge in an era of globalization. However, in spite of the good reputation enjoyed by the Finnish education and research system abroad, Finnish HEIs continue to confront low levels of internationalization and changes towards globalization are slow in coming. Henna Virkkunen, former Finnish Minister of Education and Culture, prefaces the strategy report by saying that "Investment in knowledge and competence is the sustainable core of national success strategy of Finland" (Finnish Ministry of Education, 2009). This national strategy is evident in government programs that strive for greater internationalization of higher education. In order to stimulate the international growth of HEIs, the Finnish Government in October 2006 adopted a resolution referred to as the migration policy program, which pays particularly attention to activities supporting the transition of non-Finnish students into the labor market. This has been followed by the national innovation policy of Finland in October 2008 for the promotion of multiculturalism. Simultaneously, the Foreign Minister appointed a high-level committee on the development of the country brand aimed at improving the competitiveness of Finland internationally (Finnish Ministry of Education, 2009).

To keep pace with these government initiatives, Finnish HEIs have been expected to support the development of Finland into a multicultural society by promoting the smooth transition of non-Finnish degree students into Finnish business and industry. This expectation reveals the importance of the employment of international graduates from Finnish HEIs and improving opportunities for non-Finnish graduates to find a work in Finland as a means to increase Finland's competitive edge in the global market of higher education and the global economy.

Challenges of Integration into Finnish Society

In the global marketplace of HEIs, attracting international talents most often depends on the ability to deliver employment prospects. One survey (Kärki, 2005), shows that in the

case of Finnish HEIs, the majority of international students are attracted to Finland by the fee-free education system. However, this modality may be changing as Finnish HEIs have been recently encouraged to implement fee-based educational programs as a market-oriented approach (Finnish Universities Act, 2009). This means that the benefit of a free tuition may no longer play a key role in drawing non-Finnish students. Nonetheless, the International Student Barometer survey (CIMO, 2011) shows that non-Finnish students are highly satisfied (89%) with the quality as well as the academic facilities such as libraries, laboratories, IT facilities and support services provided by Finnish HEIs.

Although high quality education and research has been regarded as one of the strengths of Finnish HEIs, career and recruitment services are criticized by non-Finnish students in the CIMO survey (2011). The findings reveal the practical need of many non-Finnish graduates to land actual employment opportunities in Finland, says Pasi Sahlberg, Director General of CIMO. The statistics likewise show that the average unemployment rate among foreign graduates was more than double (Finnish Ministry of Education, 2009) the rate (4%) of all university graduates (OECD, 2011). These statistics are important as most students are inclined to assess the quality of higher education by either the career success of graduates (Teichler, 2009) or the international reputation of the institution based on university rankings (Marginson, 2006). Since most Finnish HEIs are relatively small in size and less comprehensive than many other global HEIs, enhancing employability and career services for international students should be pursued as a more feasible means to attract foreign students rather as opposed to the feat of jumping up in rankings among international universities.

II-3. Cross-cultural Mentorship Program

The Crucial Value of International Graduates to the Finnish Economy

With Finland's relatively small population, foreign talents in Finnish HEIs can be seen to add value to the Finnish economy. Accordingly, Mughul and Pekkola (2009) describe international graduates as an indirect facilitator to the Finnish economy. These students are naturally cultural ambassadors or business promoters for Finland and should be regarded as useful cultural capital (Mughul & Pekkola, 2009). Some scholars further note the potential

of highly educated non-Finnish graduates as the future labor force that will help secure Finnish economic growth. According to the National Knowledge Society Strategy 2007-2015 (Prime Minister's Office in Finland, 2006), the population of Finland has been stagnant and the working-age population has even declined since 2003. In contrast, the retirement of the post-World War II baby boomers will increase in the next decade. Due to this change in population structure in Finland, the report points out that it would be inevitable to encounter a shortage in the labor force in the near future.

Aging demographics in Finland (Tanner, 2011) poses an ever increasing problem in spite of promising economic projections that show Finland to fare better than most other developed countries. In this regard, international graduates can be seen to supplement the workforce in Finland. However, in reality, many non-Finnish graduates, who otherwise would stay, are forced to leave Finland. The results of a survey conducted in 2005 by five Finnish universities show that eight percent of students who would like to be employed in Finland after graduation failed to find jobs that would allow them to remain in the country. As a consequence, they have become a part of the 21% who chose to return to their home country post-graduation (Kärki, 2005). Vehaskari (2010) points out that closed professional networks in Finnish society often hinder foreign talents, while Säpyskä (2007) underlines that these social and professional networks are of crucial importance in enhancing the employability of non-Finnish graduates.

Other scholars focus attention on the perspective of Finnish employers as an impediment for the recruitment of foreign talents (Laine & Kujanpää, 2008; Söderqvist, 2005). Although most Finnish employers are aware of the importance of diversity in the business development, Söderqvist notes that they seldom think of how the growing pool of global talents will translate into practical benefits for them. In the same manner, Laine and Kujanpää report that most of Finnish employers answered they have no real need for foreign labor.

The VALOA Project in Finland

Taking into account the perspectives of international graduates and Finnish employers, the VALOA-project ('valoa' means 'light' in Finnish) on 'Employability of International Graduates Educated in Finnish HEIs' was conducted in Finland in 2011-12 by Higher Education Group, School of Management, University of Tampere and a research team led by Yuzhuo Cai and with Yulia Shumilova and Elias Pekkola. In the report of VALOA, Finnish employers were asked for their perspectives on recruiting foreign talents, post-graduation mobility trends and the challenge of transitioning international graduates from Finnish higher education to the Finnish job market. The findings and recommendations of the study provide concrete information on the employment of international graduates as a means of *brain gain* as opposed to *brain drain*.

Subsequent to the VALOA study, a consortium of higher education institutions referred to as the Helsinki Education and Research Area (HERA) was formed by seven universities and eight Universities of Applied Sciences (UAS) in the Helsinki metropolitan area. The aim of this group is to develop the Helsinki region as an attractive place to live, learn, work and do business (Shumilova, Cai & Pekkola, 2012). In sync with the VALOA study, the HERA piloted a program on cross-cultural mentorship. The primary target groups of the pilot program are both international students in the Helsinki region and representatives from private and public Finnish organizations. This HERA mentorship follows the TRICE (Toronto Region Immigrant Employment Council) mentoring partnership as a proven benchmark. Since 2004, the TRICE mentorship initiative has drawn skilled immigrants nearer to meaningful employment as well as provided corporate partners with pertinent insight into cross-cultural awareness in their rapidly diversifying workplaces (TRICE, 2013).

The HERA Mentorship Program in Helsinki

For its mentorship program, the HERA selected 28 mentees among promising international talents searching for employment in the Finnish business sector. The selected mentors are established Finnish professionals who are looking to improve their cross-cultural

awareness and enhance international competency in global markets. The first kick-off meeting of the HERA mentorship took place in October 2012. Since then, three collective meetings have taken place for a total of 28 mentor-mentee dyads until April 2013. During this process, each mentor-mentee dyad was advised to have at least five successive meetings over seven months. When I participated in the orientation session of the HERA mentorship program, as one of mentees who was also the organizer of the HERA suggested that I study this pilot program as my research topic. My study of the HERA mentorship program was consequently conducted from October 2012 to August 2013 to investigate by means of empirical and theoretical research, the potential of cross-cultural mentorship as we move towards a co-configuration context.

III. THEORETICAL FRAMEWORK

III-1. Cultural Historical Activity Theory (CHAT)

Cultural Historical Activity Theory (CHAT) is based on Russian cultural historical psychology and rooted in the concept of reality formulated by Karl Marx as being “Sensuous human activity and practice”(Marx and Engels, 1968, 659). CHAT was initiated by Vygotsky (1978) in the 1920s-1930s and further developed by Leont’ev (1977). From the perspective of CHAT, human activity has always been situated within and shaped by the prevailing context. Since human behavior is not a blank sheet, it cannot be understood without first considering the historical context. In that sense, CHAT encourages a historical review of dynamic exchange and interaction underpinning collective development.

In Vygotsky’s first generation of activity theory, most human behavior is not simply reactive or an adaptive response to biological stimuli or the environment. In the first instance, human behavior should be considered as ‘positive and culturally meaningful action’ towards ‘higher psychological functions’ (Kozulin, 2001). On this basis, Vygotsky created the idea of cultural mediation and human action as being the triad of subject, object and mediating artifact (Figure 3.1). In this activity system, the subject seldom acts on the object directly but action is mediated by tools (either material or conceptual tools) which transform the object. The object in turn is linked to a deep seated motivation in the activity system that is translated into ongoing outcomes. Engeström (1999b, 377) observed and re-conceptualized distinctive facets of Activity-centered theory as the following:

First, activity theory is deeply contextual and oriented at understanding historically specific local practices, their objects, mediating artifacts, and social organization (Cole & Engeström, 1993). Second, activity theory is based on a dialectical theory of knowledge and thinking, focused on the creative potential in human cognition (Davydov, 1988; and Ilyenkov, 1977). Third, activity theory is a developmental theory that seeks to explain and influence qualitative changes in human practices over time. (Engeström, 1999b, 377-378)

In comparison to the object, the goal can be defined (Pervin, 1989) as a mental image that the action may be directed at or as a fixed end state that one hopes to achieve. In contrast, the objects of activity are collective and not yet fixed: the object may not be clearly defined, but it is constantly renewed and evolving in accordance with social change and societal circumstance (Miettinen, 1998). Since an activity system “constantly generates actions, the object is never fully reached or achieved. The creative potential of the activity is closely related to the search actions of object construction and redefinition (Engeström, 1999b, 380)”.

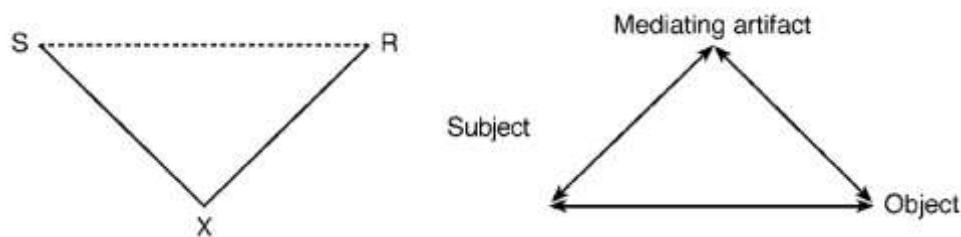


Figure 3.1. Vygotsky's Model of Mediated Act (A) and Its Reformulation (B)

III-2. Interacting Activity Systems (the Third Generation)

While Vygotsky's first model of activity theory remained at the level of individual action, his colleague and disciple Leont'ev opened the door to the second generation of activity theory. Leont'ev (1977) stated that the object of activity is either given or projected/anticipated, and as human action is not deterministic and one way but rather reciprocal interaction between people and their world surrounding them, his 'primeval collective hunt' (1981, 120-213) is exemplified the concept of collective activity. This means that people as subjects can not only shape but also be shaped by their circumstances. Leont'ev's concept was depicted by Engeström in his expansive triangular model (Figure 3.2) in which the Vygotsky model is embedded as the 'tip of the iceberg'.

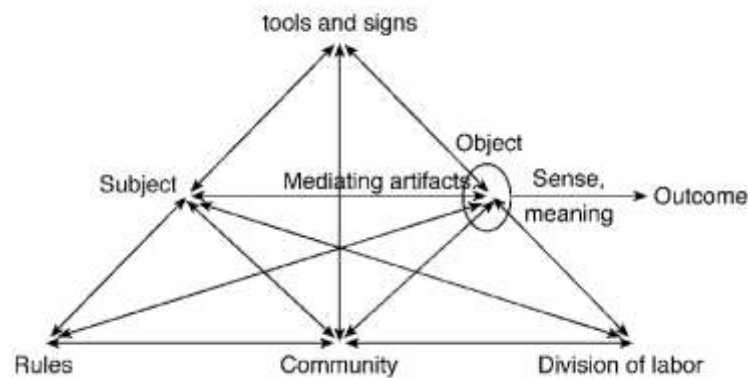


Figure 3.2. Engeström's Model of Activity System (Engeström, 1987, 78)

Engeström (2001), however, went one step further and focused on complex interrelations between the individual subject and the surrounding community. The work of Engeström paved the way for the development of activity theory by developing conceptual tools and multiple perspectives and networks of interaction in the activity system. (Figure 3.3) Engeström's third generation of activity theory underlines the prominence of 1) the interaction between the various elements in the activity system and 2) the constant change of the objects. In particular, the lowermost part of his triangular model is conducive to broader and more comprehensive interpretation of cultural and historical context. Based on the third generation of activity theory, learning activity is defined by Engeström (1987) as a long-term process of internalization and externalization by means of accessible cultural resources and is accompanied by the generation of novel practices. In addition, Engeström states that expansive learning can be seen as an expansion of the object, whereas collaborative learning can be analyzed by its object formation.

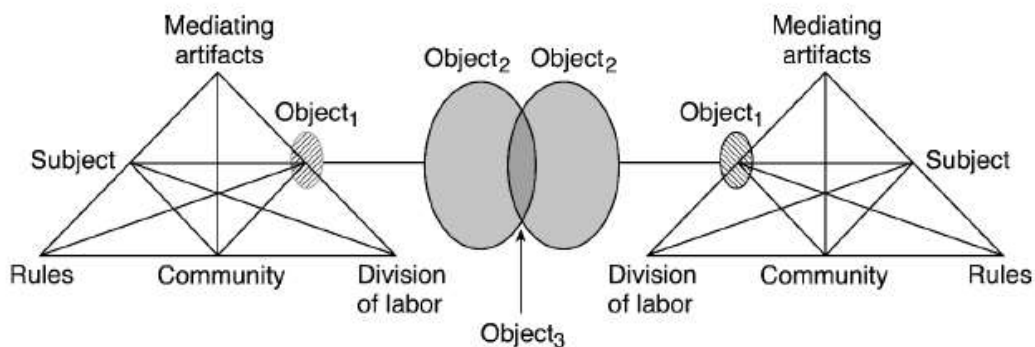


Figure 3.3. Engeström's Interacting Activity Systems in the Third Generation of Activity Theory (Retrieved from Engeström, 2001)

In the HERA mentorship process, both mentor and mentee have respective activity systems which complexly interrelate between each individual subject and the surrounding community. Therefore, the object of each mentor and mentee does not remain as a ‘*raw material (Object1)*’. More ‘*collectively meaningful objects (Object2)*’ are constructed by dynamic interaction between the activity systems. Once the object goes beyond the limits of both mentor and mentee, ‘*potentially shared objects (Object3)*’ are jointly constructed.

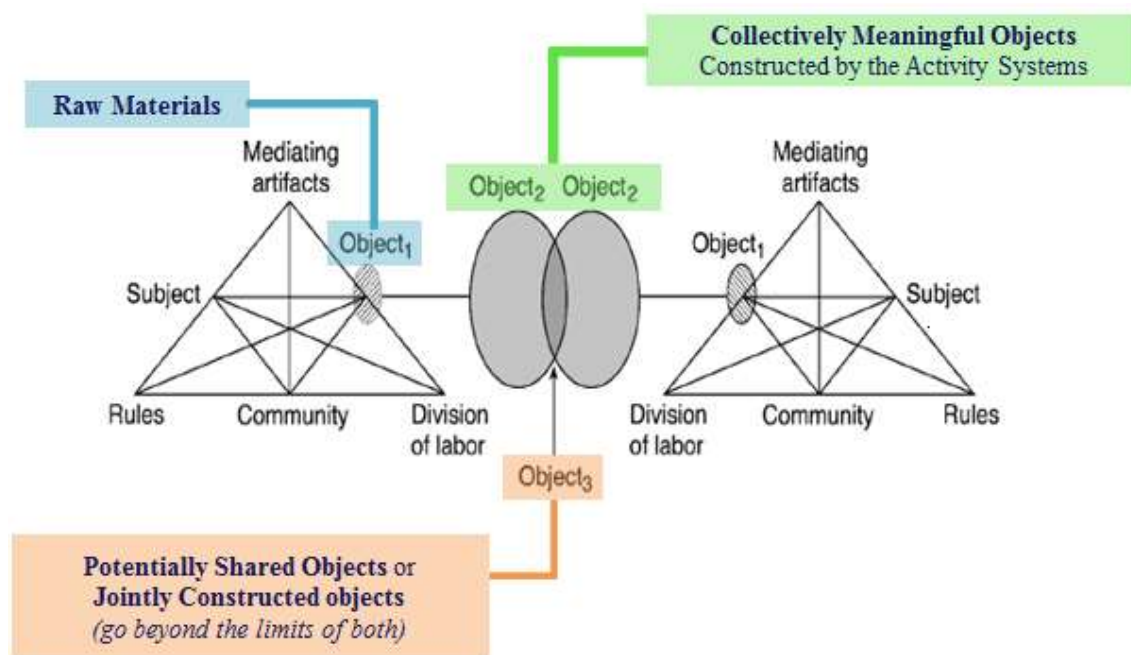


Figure 3.4. Different Levels of Objects in Engeström's Interacting Activity Systems
(Retrieved from Engeström, 2001)

From the framework of Cultural Historical Activity Theory (CHAT), learning in work and organization requires constructions of new objects. In the context of the HERA mentorship program, the mentoring process as seen in the dyad can be understood here as the object formation in the collaborative learning activity. Therefore, in this study, the mentor-mentee dyad's ongoing reformulation of its objects is described and scrutinized as an instance of collaborative learning. At the same time, the turning point of object formation is redefined and re-conceptualized. Afterwards, the interrelations between mentor and mentee as well as their organizational structure and cultural context are compared in accordance with the trajectory of three selected dyads.

III-3. Activity System in the HERA Mentorship

Although the study of activity theory actually constitutes a multiplicity of theories, the prominence of cultural artifacts as mediators in an activity system is recognized by most authors. Vygotsky (1981, 140) defines tools as mediators and distinguishes between the technical tool from a psychological tool: in his definition, a psychological tool ‘directs the mind and behavior’, whereas a technical tool is ‘inserted as an intermediate link between human activity and the external object’ and ‘directed towards producing or changing the object’. On the other hand, Engeström and Miettinen (1999, 27) describe the use of artifacts as “creation and function of novel social patterns and expansive transformations in an activity system” by means of the “shared understanding that exists between different people concerning the artifacts”. Since the different perspectives have their roots in diverse communities and practices that continuously “co-exist within one and the same collective activity system” (Engeström, 1999, 382), different perspectives (Holland & Reeves, 1996) and voices (R. Engeström, 1995) meet, collide or merge in the collaborative and dialogical process of the artifact-mediated construction of objects (Engeström, 1999). Meanwhile, ‘community’ in an activity system can mean wider socio-cultural interactions and influences by historical practices, whereas ‘division of labor’ can be seen as the exploration of patterns in the working practices based on rules. Based on the theoretical frame, each element of the activity system can be described and tabulated hereinafter.

Table 3.1. Elements of the Third Generation Activity System (reconstructed from Foot, 2001)

		Descriptions
First generation of activity theory	Subject	Actors who collectively engage, enact and pursue evolving objects
	Tools	Artifacts that are shaped by interacting between one or more components in the activity system
	Object	Formed, evolved, expanded or shifted by adopting newly generated tools over time
	Outcome	Intended and unintended results that are molded and transformed from objects
Second/Third generation of Activity	Rules	Regulates the action of the subject towards an object based on the relations with other practitioners in the activity

Theory	Division of labor	Included both in the horizontal division of tasks and the vertical division of power, positions, resources and rewards
	Community	Shared interests in and with common objects (Broadly, shared ethnic and cultural background)

The theoretical framework of an activity system provides new insights into the mentorship process in our globalized era. The perspective of an activity system would help both practitioners and organizers systematically re-conceptualize mentorship and identify ideal resources for learning and development. In the activity system of the HERA mentorship, ‘subjects’ are both mentors and mentees who collectively engage, enact and pursue shared ‘objects’ that are formed, expanded or shifted by adopting mediating factors. The ‘objects’ mold and transform into either intended or unintended ‘outcomes’, as the desirable results of practitioners: Finnish mentors desire to have more international competitiveness, whereas international graduates desire to be more employable in the Finnish job market.

‘Tools’ are mainly discourses between mentor and mentee; however, the mediating factors can be varied by each dyad depending on the level of awareness of available resources that can be reshaped into tools in the mentoring process. For instance, the HERA mentoring package provided by the organizers includes guidelines and principles on the mentoring process. It also contains a list of potential discussion topics as useful mentoring aids. The list of discussion topics can be perceived as a ‘rule’ that shapes a new mediating ‘tool’ in the process of topic formation of each dyad meeting. On the other hand, the mentee of Dyad II was invited to take part in the daily working life of the mentor such as business meetings and special events for clients. It can be interpreted that the ‘division of labor’ of the mentor in Dyad II was adopted as a ‘tool (mediating factor)’ to facilitate learning by the mentee by offering first-hand experience. In the description above, ‘community’ refers to those who share interest in and are involved with common objects. In the HERA mentorship, however, ‘community’ should be interpreted in a broader sense as the ethnic/cultural background of an actor: mentors are Finnish whereas mentees have diverse nationalities from around 20 countries. Once the dyad becomes aware of cultural diversity as a meaningful resource, it shapes a new ‘mediating factor (tool)’ out of the differences between their ‘communities’, an outcome that was repeatedly observed in the mentoring process of Dyad III. Based on the theoretical frame, each element of the activity system in

the HERA mentorship process can be summarized and put into a table format as seen below:

Table 3.2. Definition of an Activity System in the HERA Mentorship Process

		Definition	
First generation of activity theory	Subject	Mentor	Mentee
	Tools	Shaped factors by adopting available resources including rules, division of labor and community	
	Object	Meaningful targets that are shared, formed expanded or shifted during the interaction between mentor and mentee	
	Outcome	To become internationalized in a globalized era	To become more employable in the Finnish labor market
Second/Third generation of activity theory	Rules	The HERA mentoring package (guidelines, principles and potential discussion topics), written mentoring agreement	
	Division of labor	Affiliated corporation	Affiliated university or corporation
	Community	Ethnic (cultural) background: Finnish	Ethnic (cultural) backgrounds: Multi-national-

III-4. Level of Learning

On the basis of the third generation of activity theory, Engeström (1999a) establishes five principles of activity systems: The first activity system is ‘collective, artifact-mediated and object-oriented’ and related closely to other network activities. Second, activity system reflects multiple interests, perspectives and traditions. Third, the problems and potentials of an activity system can be interpreted over the length of historical time. Fourth, contradictions in an activity system are ‘historically accumulating structural tensions within and between activities’. Unlike problems or conflicts, contradictions can be converted into a crucial source of development. Fifth, activity systems ‘move through relatively long cycles of qualitative transformations’ and the cycle of expansive transformation offers the platform for the theory of expansive learning.

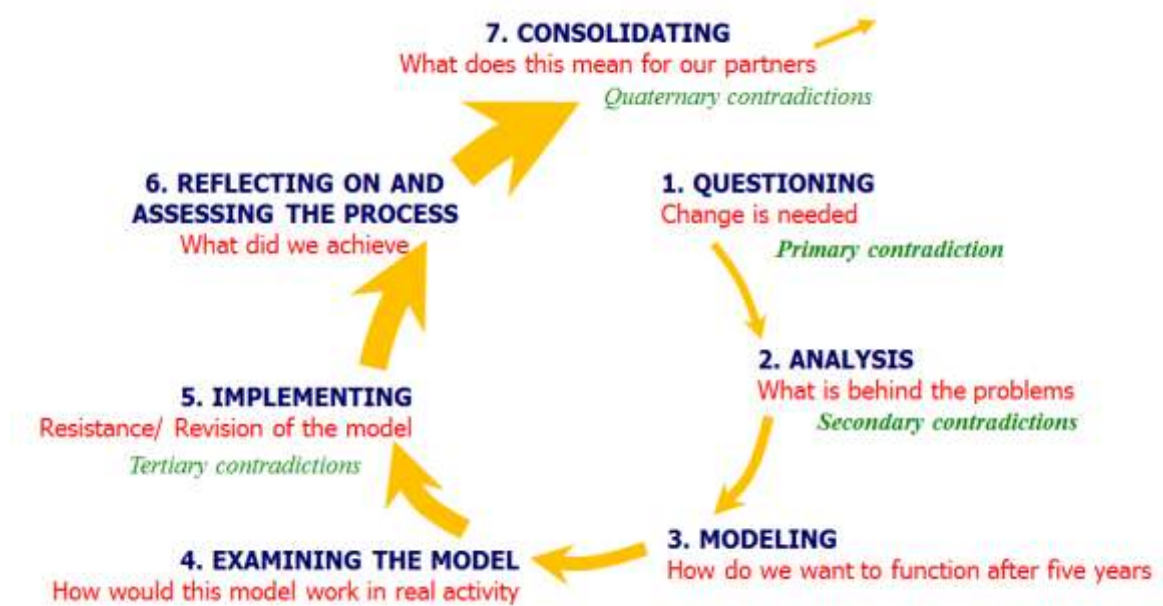


Figure3.5. Cycle of Expansive Learning

As one prominent methodology of developmental work research, Engeström's cycle of expansive learning (Figure 3.5) stems from Cultural Historical Activity Theory and Bateson's theory of learning (1972). In his book 'Steps to an Ecology of Mind', Bateson defines logical learning as hierarchical consisting of five levels from Zero learning to Learning IV. Among the five levels of learning, expansive learning focuses on three levels of learning from Learning I, Learning II and towards Learning III. According to the definition put forth by Bateson, Learning I 'is change in specificity of response by correction of errors of choice within a set of alternatives', Learning II 'is change in the process of Learning I, e.g. a corrective change in the set of alternatives from which choice is made, or it is a change in how the sequence of experience is punctuated', and Learning III 'is change in the process of Learning II, e.g. a corrective change in the system of sets of alternatives from which choice is made' (Bateson, 1972). These three levels of learning are re-conceptualized in the theory of expansive learning (Engeström, 1999a). Since Learning I emphasize change 'within' a set of alternatives, Engeström defines it as 'conditioning or acquisition of the responses deemed *correct* in the given context'. The notion of *context* in Bateson's Learning II is interpreted in expansive learning as a process of acquiring 'hidden' and 'deep-seated rules and patterns of behavior characteristic'. Due to the double bind created from Learning II, Learning III can be seen as a 'collective endeavor'. In consequence, Engeström points out that a person or a group in Learning III starts

‘questioning the sense and meaning of the context’ and ‘constructing a wider alternative context’ (1999a). In brief, the three Levels of Learning starts with ‘Correcting’ and, moves through ‘Context’ and heads towards ‘Questioning’.

IV. RESEARCH PROBLEMS, DATA AND METHODS

IV-1. Research Problems

Based on fore mentioned Scandura and Schriesheim (1994)'s definition of mentoring, the transformational activity of moving towards a mutually beneficial relationship between mentor and mentee is focused in this study by the trajectory of shared values and object formation in the particular context. Namely, the ability of mentorship studies can be improved through using a more rigorous conceptual and theoretical approach based on an integrated framework. For this reason, three research questions have been designed as follows:

- 1) How are different types of questions used in the direction of dynamic discourse in different mentoring processes?
- 2) How are objects formed and shifted in the reciprocal mentorship process?
- 3) Is the cross-cultural context identified and employed when the dyad shapes the objects in the mentorship process?

In the mentorship process, the way in which topic-shift takes place can be a gauge of dynamic discourse between mentor and mentee. Therefore, an examination of what kind of questions would trigger the topic-shift and how the questions would contribute to more dynamic discourse in the three selected dyads will first be undertaken. Second, in the trajectory of topic-shift, how both mentor and mentee would be mutually involved to create a shared purpose towards long-term learning and development it will be scrutinized. Last, the cross-cultural mentorship process will be re-conceptualized by means of activity theory and verified as to whether or not the cross-cultural context would be identified and appropriately utilized in the mentorship process.

IV-2. Process of Data Collection And Methods

In total, 28 dyads from 21 nations participated in the HERA mentorship program from September 2012 to April 2013. European students were the majority of mentees (43%) followed by Asians (39%), Africans (7%), Middle Easterners (7%) and South Americans (4%). All 28 international students were selected from 3 Universities (63%) and 7 Universities of Applied Science (UAS: 37%) in the Helsinki area; 28 Finnish professionals

from well-established organizations in both public and private sectors in the Helsinki region participated as mentors.

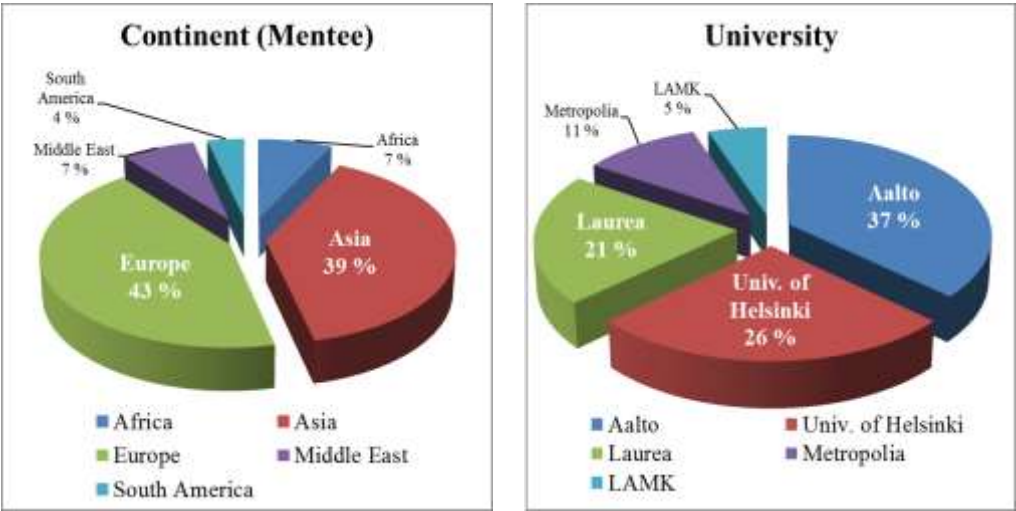


Figure 4.1. Statistics of Mentee’s Ethnic and Educational Background

The ratio of men to women among both mentors and mentees are approximately 4:6, and 13 dyads in total were matched as female mentor-female mentee (45%), followed by 7 dyads of male mentor-male mentee (24%), 5 dyads of female mentor-male mentee (17%) and 4 dyads of male mentor-female mentee (14%).

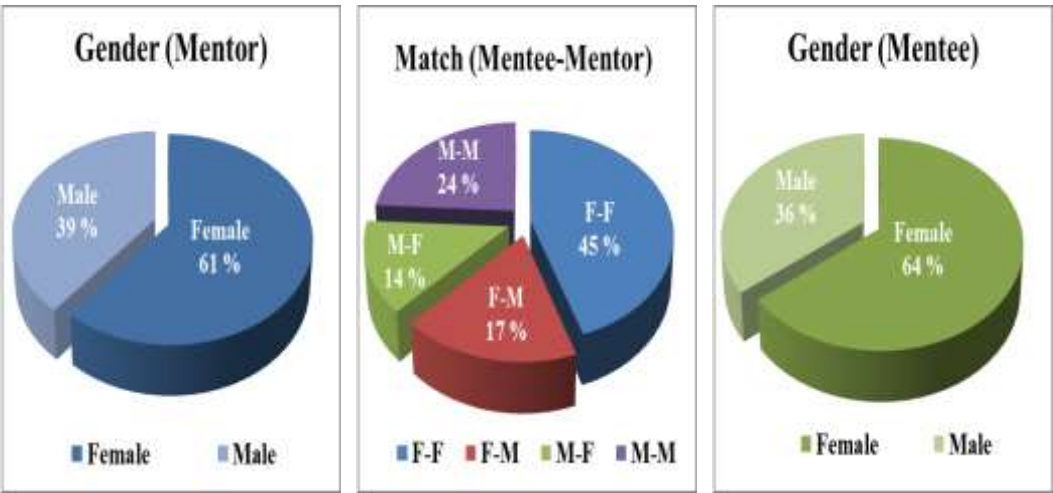


Figure 4.2. Gender Ratio of Mentor and Mentee Dyads

Selection of the Three Dyads

With due consideration for diversity in mentee nationality, educational background and gender as well as mentor occupation, task and hierarchical position, three sufficiently different mentor-mentee dyads were selected in the beginning of this research. All three mentees came from different continents (Europe, Asia and Middle East), and the ratio of male to female was 1:2. Their educational background and working experience varied with two being master's degree students in universities and one being a bachelor's degree student at the University of Applied Science. All three Finnish mentors also had fairly diverse educational and professional background. The ratio of male to female in the selected mentors was 2:1, and the extent of mentor expertise, position in affiliated organization, years of working differed from one to another. The ethnographic data and information on the three selected dyads are summarized in the table that follows:

Table 4.1. Ethnographic Data of Selected Dyads

Dyad	Mentor /Mentee	Organization	Position	Study (MA)	Country	Gender
Dyad I	Mentor	Finnish IT firm	Company Coach	Philosophy	Finland	Male
	Mentee	Finnish Univ.	Student (Master)	Computer Science	Spain	Female
Dyad II	Mentor	Finnish Marketing Firm	CEO	MBA	Finland	Male
	Mentee	Finnish Univ. of Applied Science	Student (Bachelor)	Biz. mgmt.	Vietnam	Female
Dyad III	Mentor	Int'l Electronic Firm	Personal Dev. Mgr.	Psychology Education	Finland	Female
	Mentee	Finnish Univ.	Student (Master)	MA. Media Lab & mgmt.	Israel	Male

Successive Meetings of the Three Dyads as a Focal Data

All mentor-mentees were asked to meet more than five times for one or two-hour's sessions in successive months since September 2012. This mentorship process constitutes the focal data of analysis in this research. Since the HERA mentorship relates to collective

learning activities between mentor and mentee, my analysis focuses on comparing trajectories of mentorship activity among the three selected dyads. In order to compare the development of the mentorship process, successive meetings of the three dyads were videotaped and audio-recorded from October 2012 to August 2013. Alternative data collection methods were conducted such as receiving written feedback via email or brief interviews through Skype where needed. As the Hawthorne effect warns that “people have a tendency to behave differently when they are observed or the presence of researchers influences the outcome of the experiment (Buchanan & Huczynski, 2010)”, I tried to minimize the influence of the presence of video equipment and/or myself as a researcher. At the same time, discourse in successive meetings was documented as content logs and transcribed with the aim of elucidating possible triangular models of activity systems in the process of data analysis. All audio/video files and documents were steadily saved and updated in the data inventory since September 2012.

Before the first kick-off meeting on 10th October 2012, the HERA organized two separate orientations on 27th September 2012 for mentees and on 2nd October 2012 for mentors. After that, three collective meetings were videotaped with the aim of describing the research object and field site. In the kick-off meeting, general information and guidelines were presented by the HERA organizer. After the first collective meeting, the HERA distributed a mentoring package explaining the principle behind the mentoring process, benefits, potential obstacles, recommended topics as well as roles and expectations of mentor and mentee. All dyads were asked to fill in a written mentoring agreement setting out their expectations and commitment in the first pair-meeting. The mid-term collective meeting in January 2013 was more participant-driven discussion that encouraged the mentor and mentee to share their experiences from their own pair meetings as well as to discuss challenges and opportunities arising out of the mentorship process. On 25th April 2013 the final meeting took place with discussion future interactions and both mentors and mentees received a certificate of the HEAR mentorship. The table below sets out the schedule of successive meetings of the three dyads and collective meetings:

Table 4.2. Schedule of Data collection

Meetings	Subjects	Date	Duration	Type of Data
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Three Dyad's meetings	Dyad I	17 Oct., 2012	2hrs	Video/ Audio files
		28 Nov., 2012	2.5hrs	Video/ Audio files
		22, 29 Jan., 2013	1.5hrs+1hr	Video/ Audio files
		27 Feb., 2013	2hrs	No file (interview practice) - mentor's email feedback
		20 Mar., 2013	2hrs	Video/ Audio files
		26 Apr., 2013	1.5hrs	Video/ Audio files
	Dyad II	23 Oct., 2012	1.5hrs	Video/ Audio files
		20, 25 Nov., 2012	2hrs +a half day	Post-interview (filed experience) - mentee-audio file only
		30 Jan., 2013	1.5hrs	Post-interview (lunch meeting) - mentee-audio & mentor-email
		26 Feb., 2013	2hrs	Audio-file only (at restaurant)
		8 August., 2013	1hr	Video-file only
	Dyad III	29 Oct., 2012	1.5hrs	Video/ Audio files
		20 Dec., 2012	1.5hrs	No files
		24 Jan., 2013	1.5hrs	Video/ Audio files
		4 Mar., 2013	1.5hrs	Audio-file only
Collective meetings	Mentee's Orientation	27 Sep., 2012	2hrs	Material (Slides)
	Mentor's Orientation	2 Oct., 2012	2hrs	Material (Slides)
	Kick-off	10 Oct., 2012	3hrs	Video/ Audio files Material (Documents, Slides)
	Mid-term	29 Jan., 2013	3hrs	Video/ Audio files + Memos
	Final	25 Apr., 2013	3hrs	Video/Audio files
Post/interim interviews with Mentors	Dyad I	16 Jan., 2014	50 min	Audio-file only
	Dyad II	25 Apr., 2013	20 min	Audio-file only
	Dyad III	27 Jan., 2014	50 min	Audio-file only

Post-Interview with the Three Mentors

In January, all three mentors of selected dyads were contacted again and asked if they would grant an interview with the researcher. The main purpose of this post-interview was to verify the preliminary interpretation of the researcher by means of triangulation. As one method of surveying, triangulation provides comparatively unbiased findings by taking the intention of the mentor into consideration. For that purpose, five structured questions were sent to three selected mentors via email, and two post-interviews with Mentor 1 and Mentor 3 took place respectively on 16th January and 27th January 2014. In the case of Mentor 2, since a post-interview could not take place due to his frenetic schedule and so an interim-interview with him on 25th April 2013 was substituted for the post-interview. Core questionnaires for the post-interview with mentors were carried out in relation to the selected topic, mentoring approach, differences between local and international mentorship, benefits of mentorship to mentor, and peculiarities of the mentorship process.

IV-3. RESEARCH DATA

Trajectory of Objects on the Basis of Topic-Shifts

Based on the collected data, my three research questions are answered by means of three analytical methods. In order to scrutinize the trajectory of object formation of each dyad, the first step of data analysis was to transcribe video/audio recordings of mentoring processes of the three dyads after each successive meeting. Subsequent to this, the transcripts were tabulated by topic-shifts with time lapse, and reflections of the researcher were duly noted. The trajectory of topic-shifts in the first meeting of Dyad I and Dyad III are tabulated as follows:

Table 4.3. Example of Trajectory of Topic-Shifts in Mentorship Processes (the first meeting of two dyads)

Time	Dyad I	Dyad III
00:00:00-00:10:00	Setting agenda: post-it & white board <ul style="list-style-type: none">mainly formed by mentormentee nodded & agreed (00:09:10)	<ul style="list-style-type: none">Mentee's questions to mentor (how long she has worked) (00:03:40)Mentee's self-introduction

		including his emotional concerns (00:09:28)
00:10:00-00:20:00	Mentor's self-introduction <ul style="list-style-type: none"> childhood, education, working experience (00:29:00) 	<ul style="list-style-type: none"> Mentor's self-introduction (mainly working experience & instances) Topic shift by mentee's questions(00:18:43)
00:20:00-00:30:00		Discussion on mentee's CV, his current concerns including internal motivation <ul style="list-style-type: none"> mentor advised with her experiences in Finnish society
00:30:00-00:40:00	Mentee's self-introduction <ul style="list-style-type: none"> frequently interjected by mentor's questions: why, what and how (00:51:08) 	<ul style="list-style-type: none"> Mentee suggested next meeting's topic (00:34:40) Mentor went into further discussion on the concern of mentee's motivation: advice, encouragement, provocations (00:51:10)
00:40:00-00:50:00		
00:50:00-01:00:00	Mentee's personality & future plan in 10 years <ul style="list-style-type: none"> frequently interjected by mentor's questions and sharing of his personal story (01:00:48) 	Discussion on mentee's career path in the future <ul style="list-style-type: none"> Mentee's questions & mentor's recommendations (during the discussion, mentee's posture was changed) (01:11:39)
01:00:00-01:10:00	Mentor's explanation of Finnish IT firms <ul style="list-style-type: none"> Software company, skills, etc. (01:10:59) 	
01:10:00-01:20:00	Sharing respective expectations <ul style="list-style-type: none"> wrote the list on the board (01:14:28) shared in turn (including learning Spanish & practice Finnish(01:18:04"/ 01:20:41")) 	Mentor linked the topic of career path with mentee's motivation: advice, encouragement, suggestions (01:22:03)
01:20:00-01:30:00	Plan for upcoming meetings (topics) <ul style="list-style-type: none"> mainly suggested by mentor based on his previous experience in similar program (01:47:03) 	Wrap-up <ul style="list-style-type: none"> Mentor gave an assignment to mentee: CV and study-yourself (01:36:51)
01:30:00-01:40:00		
01:40:00-01:50:00	Wrap-up <ul style="list-style-type: none"> Mentor gave an assignment to mentee: finding real job advertisement (01:51:03) 	

Although the order or type of topics differed from one dyad to another, common objects of the first meeting were mainly to get to know each other and to set topics for upcoming successive meetings related to shared interests of mentor and mentee as a means to fulfill mutually desired outcomes. These shared interests are key actions of the joint activity between mentor and mentee. At the same time, a cluster of various topics can be grouped as a same object. For instance, self-introductions of mentor and mentee as well as sharing respective expectations of mentorship are not the same topics but towards the same ‘Object2: Getting to Know Each Other’. Likewise, topics of upcoming successive meetings were largely formed in the first meeting of Dyad I, and most topics chosen and agreed upon were in sync with ‘potential discussion topics for the meeting(Figure 4.3)’ and ‘My mentoring ecosystem (Figure 4.4)’ from the ‘HERA mentorship package’ received by all participants at the HERA kick-off meeting on 10th October of 2012.

Potential discussion topics for the meetings (See the appendix for preparation):

- Getting to know each other
- Career planning
 - What kind of expectations do mentees have career-wise?
 - Strengths and assets for employment
 - Potential obstacles for employment
 - What is the student's expertise?
 - What is the transfer from studies to work like?
 - How to utilize the things learned during studies in work life?
- Job search
 - How and where to look for a job in Finland? Channels and interesting organizations.
 - Use of networks
 - Preparing the documents
 - Contacting employers
 - Preparing for interviews
- Finnish worklife
 - Finnish way of working
 - Finnish culture
 - Multiculturalism at workplaces
- The trends in worklife – opportunities, challenges and development trends
 - What are the potential trends in the student's field these days?
 - What type of networks should be formed?
 - How to improve your own well-being at work?
- Special areas of interests, e.g. Entrepreneurship

Figure 4.3. List of Potential Discussion Topics in the HERA Mentoring Package

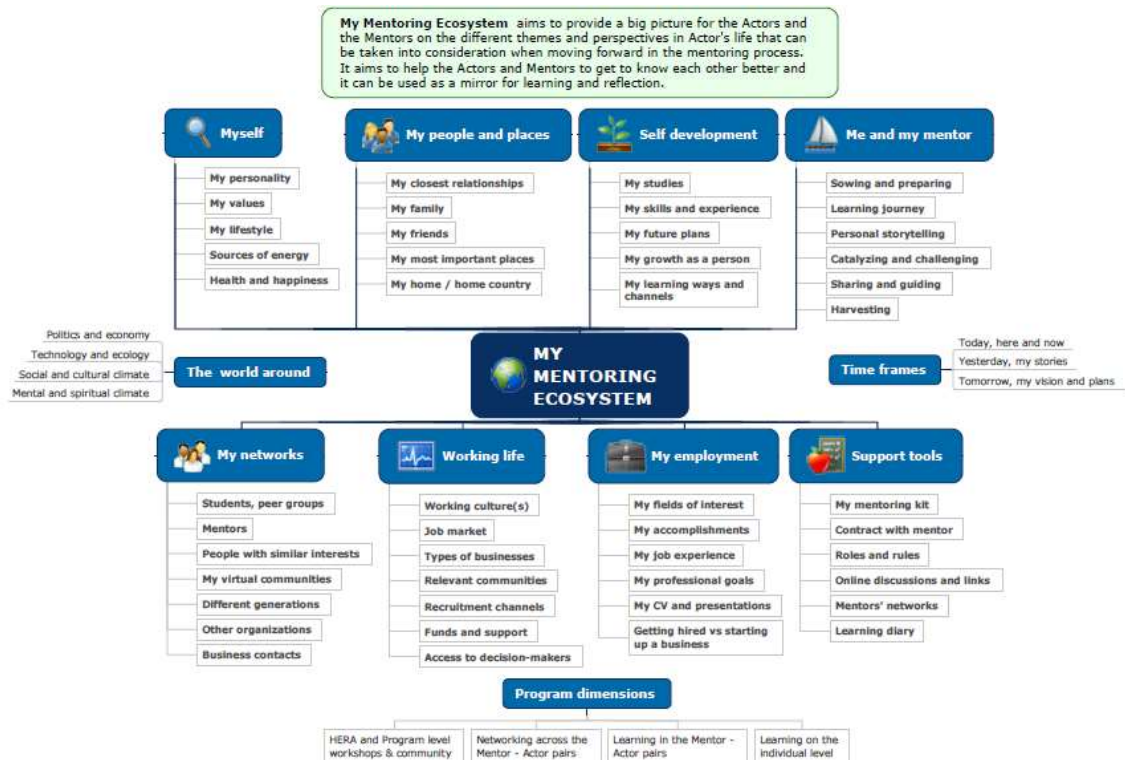


Figure 4.4. My Mentoring Ecosystem in the HERA Mentoring Package

Meanwhile, ‘Topic Formation’ per se was conducted not only in the first meeting but also in many successive mentorship meetings. Even though ‘Topic Formation’ is one of the crucial and distinctive objects in the mentoring process, it is excluded in the HERA’s list of potential discussion topics. Therefore, combining it with the topic list of the HERA in Figure 4.3 and 4.4, the trajectory of topic-shifts in each meeting was classified by seven types of objects; Object1 (O1): Topic Formation, Object2 (O2): Getting to Know Each Other, Object3 (O3): Career Planning, Object4 (O4): Job Searching, Object5 (O5): Finnish Worklife, Object6 (O6): Trends in Worklife (global era) and Object7 (O7): Special Interests. Table 4.4 shows an example of object classification in the first meeting of Dyad I.

Table 4.4. Topic-Shifts and Objects in the First Meeting of Dyad I

Time	Topic	Object
00:00:00-00:10:00	Setting agenda	O1: Topic Formation
00:10:00-00:20:00	Self-introduction of mentor	O2: Getting to Know Each Other
00:20:00-00:30:00	(continued)	O2: Getting to Know Each Other

00:30:00-00:40:00	Self-introduction of mentee	O2: Getting to Know Each Other
00:40:00-00:50:00	(continued)	O2: Getting to Know Each Other
00:50:00-01:00:00	Personality & future plan of mentee	O3: Career Planning
01:00:00-01:10:00	Information of Finnish IT firms	O3: Career Planning
01:10:00-01:20:00	Sharing respective expectations	O2: Getting to Know Each Other
01:20:00-01:30:00	Plan for upcoming meetings	O1: Topic Formation
01:30:00-01:40:00	(continued)	O1: Topic Formation
01:40:00-01:51:03	Wrap-up	O1: Topic Formation

Questions and Object Formation in Topic-Shifts

Among all successive meetings of the three selected dyads, the first meeting of each dyad provided impressive reflections on questions and the process of object formation in the topic-shifts. Each dyad presented their respective way of mentoring, while all three dyads mainly dealt with the same shared-objects, such as ‘Object1: Topic Formation (O1)’, ‘Object2: Getting to Know Each Other (O2)’ or ‘Object3: Career planning (O3)’. For instance, in the case of Dyad I, main topics and a sub-theme were suggested, formed and changed largely by the mentor, followed by the agreement of the mentee, whereas both mentor and mentee of Dyad III hardly participated in topic-shifts. The predominance of the mentor during discourse in Dyad I was followed by the agreement of mentee with simple answers: comments made by the mentee were repeatedly interjected by questions of the mentor. On the other hand, both mentor and mentee of Dyad III discussed topics together and on this occasion it was the mentee who interjected, and vice versa, by asking questions or changing topics. In the first meetings of selected dyads, questions by mentor or mentee were perceived to play a critical role in evoking conversation. Sometimes the meeting was monopolized by either mentor or mentee, while at other points a dynamic discourse led seamlessly into the next topic or let to deeper discussion or debate. Some topics were shifted within the boundary of objects agreed upon by the mentor and mentee at the beginning of the meeting. In contrast, some unplanned topics also came up and were deferred as the topic of subsequent meetings.

In considering the above, types of questions, contribution in object formation as well as typologies of object formation were taken into account when preliminary methods of data analysis were determined to answer research problems. Each methodology is explained and is shown in overview in the following table:

Table 4.5. Methods and Data for the Research Problems

Research Problems	Method	Data
1) How are different types of questions used in the dynamic of different mentoring processes?	<ul style="list-style-type: none"> ▪ The question as an indicator in dynamic discourse ▪ Six different types of questions in the mentoring discourse with the criteria of ‘who is asking’ and ‘for what purpose’ 	<ul style="list-style-type: none"> ▪ Observation data during the process of mentorship (Successive meetings) <ul style="list-style-type: none"> ○ Dyad I: 6 meetings ○ Dyad II: 5 meetings ○ Dyad III: 4 meetings
2) How are objects formed and shifted in the reciprocal mentorship process?	<ul style="list-style-type: none"> ▪ The shifts in topics and concerns of discourse ▪ Analysis trajectory of topic-shifts in the meetings with the criteria of object formation: types of discourse (within vs. between) and how it is formed (within vs. beyond) 	<ul style="list-style-type: none"> ▪ Observation data during the process of mentorship <ul style="list-style-type: none"> ○ Successive meetings of the three dyads ○ Joint meeting: 3 times ▪ Post-interviews after missing meetings
3) Is the cross-cultural context identified and employed when the dyad shapes the objects in the mentorship process?	<ul style="list-style-type: none"> ▪ The use of rules, division of labor and community ▪ Identification of the adoption of rules, division of labor and community as mediating factors for the object formation in the meetings 	<ul style="list-style-type: none"> ▪ The observation data during the process of mentorship (Successive meetings) ▪ Triangulation by post/interim interviews with three mentors ▪ Ethnographical and historical data of the mentorship program

IV-4. Methods of Data Analysis I: The Question as an Indicator in Discourse

All mentors and mentees in the selectee dyads are non-native English speakers, hence linguistic clues or utterances of discursive analysis were not prominently observed in their discourse. More distinctive and impressive facets are how topics were shifted and what kind of questions triggered the topic-shifts in the mentoring process. One principal function of questioning can be to trigger others to come up with their own insights into a specific topic or to direct the attention of the interlocutor to the issue by encouraging ideas. Therefore, questions would be a meaningful indicator in the mentorship discourse. For that reason, all questions asked by the mentor and mentee in their discourse were counted, clustered, and then categorized into seven types of questions in accordance with designated criteria including the intentions of the questioner as well as the types of the answer. For instance, a ‘Confirmative Question (QC)’ is to ensure understanding of previous discourse, whereas a ‘Specific Question (QS)’ is asked to obtain particular information by guiding the answer along the question. When a question begins with ‘what’ or ‘how’, it requires more detailed description than a ‘Specific Question (QS)’, and it is sorted as a ‘Descriptive Question (QD)’. Meanwhile, an ‘Explanatory Question (QE)’ is distinguished from a ‘Descriptive Questions (QD)’; hence a ‘Explanatory Question (QE)’ begins with ‘why’, and the answerer is encouraged to express or justify his/her opinion. When the same types of questions were answered in different manners, it was classified by the type of answer, rather than the intention of questioner. For instance, ‘(Is there) anything else?’ can be classified into a ‘Confirmative Question (QC)’, if it is simply answered either ‘no’ or ‘nothing’. On the other hand, if the same question stimulates a more narrative answer through inquiry and discussion, the question is considered to be an ‘Open Question (QO)’. Sometimes a question is answered by the questioner and not the answerer in which case it is called as a ‘Self-answering Question (QA)’. Putting into a table, it can be illustrated as the following:

Table 4.6. Seven Types of questions and Meaningful Indicators in the Mentoring Process

Types	Description	Examples from excerpt
Confirmative Questions (QC)	To ensure understanding of previous discourse	<i>“Anything else?”*</i> <i>“Does it make sense?”</i>

Specific Questions (QS)	To ask particular information within a certain boundary	<i>“When did you get your first computer?”</i>
Descriptive Questions (QD)	‘What/how’ question that requires detailed description	<i>“How do you think about...”</i>
Explanatory Questions (QE)	‘Why’ question that requires answerer’s opinion/justification	<i>“And why?”</i>
Open Questions (QO)	To hand decision of discourse over to answerer	<i>“Do you have any idea?”</i> <i>“Anything else?”*</i>
Self-answering Questions (QA)	Questions that are answered by the questioner (not by the answerer)	<i>“How can I make process? I could do it as...”</i>
Average (avg.)	Total number of different types of questions divided by total number of meetings	Avg. of confirmative questions by mentor of Dyad I = $(7+5+5+3+4+4)/6 = 4.67$
Sub-total (sub)	Total number of each mentor’s or mentee’s questions respectively in each meeting	Sub-total of all questions by mentee of Dyad II in 4 th meeting = $(1+4+7+1) = 13$
Average of total (Total)	Total number of all types of questions divided by total number of meetings	Total of all questions by mentor and mentee of Dyad III in third meeting = $(11+11) = 22$
Ratio (Ratio)	Total number of each mentee’s questions by mentee divided by total number of mentor’s questions	Ratio of questions in Dyad I = $(0+1+6+1+0+1+1)/(24+36+26+8+16+11) = (10/121) = 0.08$

*“Anything else?” can be classified either ‘Confirmative Questions (QC)’ or ‘Descriptive Questions (QD)’ in accordance with the type of answer.

Once all different types of questions are counted and categorized, the total number of different types of questions is divided by the total number of meetings in each dyad, and is noted as the average (avg.) of each type of questions. The sub-total (sub) is the total

number of questions of each mentor or mentee in each meeting, and the average of total (Total) is the total number of both questions posted by the mentor and mentee divided by the total number of meetings. Since the total number of successive meetings differs from one dyad to another, the average of the total can objectively represent the frequency of questions in each dyad. The ratio (Ratio) of questions by mentee to mentor is calculated by dividing the mentee's total number of questions by mentor's. This shows how evenly mentor and mentee use questions as a meaningful tool in their discourse during mentorship meetings.

The question typology was examined in more detail for the purpose of determining how questions would be used in the dynamic of different mentoring processes. Table 4.7 is one example to display how different types of questions were asked by mentor and mentee in the course of time.

Table 4.7. Types of Questions and Excerpts in the First Meeting of Dyad I

1st meeting of Dyad I														
Time	Topic	Questions											Excerpts	
		Mentor						Mentee						
		Q C	Q S	Q D	Q E	Q O	Q A	Q C	Q S	Q D	Q E	Q O		Q A
00:00:00-00:10:00	Setting agenda	1					1							<i>Mentor: Is there anything else you want to talk about today? (QC) How do... which one do you prefer.. Should I start or... (QA)</i>
00:10:00-00:20:00	Self-introduction (mentor)													<i>Mentor: When did you get first your own computer? (QS)</i>
00:20:00-00:30:00			1											
00:30:00-00:40:00	Self-introduction (mentee)		2											<i>Mentor: What was the fun of it? (QS) Are you still keeping in touch with them? (QS) Anyone else lives in Finland now?(QS)</i>
00:40:00-00:50:00			1											

00:50:00-01:00:00	Personality & future plan	1	1	2	1												Mentor: What kind of personality you have?(QD) Anything else?(QC) where and when you will be in 10 years? (QD) Why being a manager? (QE) Was there a lot of expectations from your family? (QS)
01:00:00-01:10:00	Info of Finnish IT firms		1	1													Mentor: Do you feel that next step would be apply for the user interface? (QS) What do you feel and think of yourself?(QD)
01:10:00-01:20:00	Respective expectations	4	3	1				1									Mentor: Do you want me to start first? (QC), Do you want to practice some Finnish language? (QC) What kind of company and position you'd like to? (QS) So, you know xx-company? (QS) Do you know our company before?(QS) Do you already have understanding of this visualization, don't you? (QC) Do you feel if we start this...? (QC) What do you still thinki about this (QD) Should we list our expectations? I propose that we.. (QA)
01:20:00-01:30:00	Plan for upcoming meetings	1	1														Mentor: I don't know how you feel about this? (QC- did you understand?) How

01:30:00-01:40:00														<i>many job interviews have you done here in Finland so far? (QS)</i>
01:40:00-01:51:03	Wrap-up	1					1							Mentor: <i>Did you like about this? (QC), What else? I personally feel that what we did well (QA)</i>
Total number of questions		7	10	4	1	0	2	0	0	0	0	0	0	

In Chapter V, the following are analyzed: 1) how often mentor or mentee asked questions respectively and 2) what type of questions mentor or mentee asked in the dynamic of different mentoring processes.

IV-5. Methods of Data Analysis II: Trajectory of Object Formation

In accordance with the definition of mentoring given above, mentoring should involve a mutual commitment by both mentor and mentee towards long-term learning and development by means of shared values, knowledge and experience (Scandura & Schriesheim, 1994). In the trajectories of topic-shifts, however, some mentees were observed as active and empowered practitioners of the mentoring process, while some of them remained as passive receivers of knowledge transmission. Therefore, how to create a common sense of purpose as a shared object in the mentorship rendered the second method of data analysis in the research. In order to investigate how objects would be formed and identified, two criteria were laid down as referred to later.

Table 4.8. Criteria for Categorization of Objects

Criteria	Types of Objects
1) Who does contribute more to shape a newly formed object? (within one-side vs. between both)	O1: Topic Formation O2: Getting to Know Each Other O3: Career Planning O4: Job Searching
2) How is the sub-theme (topic) shifted? (within prepared object vs. beyond the	O5: Finnish Worklife O6: Trends in Worklife (global era)

boundary)	O7: Special Interests
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First part of the criteria is ‘who’ contributes more to shape a newly formed object. In other words, if it is a sort of monologue of either mentor or mentee, the newly formed object is situated ‘within’ one-side of a practitioner. In contrast, if it is formed by a more dynamic dialogue between mentor and mentee, the object finds its place ‘between’ practitioners. It is one way to learn to use discourse as an opportunity for building relationships based on trust, support, and implementation of mentoring. Active participation of discourse would be linked with more engagement, commitment and contribution to the further discussion in the following process of mentorship.

The second criterion is ‘how’ the object is shifted from one to another. If the object does not remain within prepared topics or objects but rather requires them to go ‘beyond’ prepared objects, it would go beyond finding common grounds and seeking opportunities for value creation for both parties. In this sense, a dynamic discourse ‘beyond’ prepared objects and ‘between’ mentor and mentee would help to build a sense of togetherness and a culture of camaraderie in the mentoring relationship.

In a four-field mode, it can be illustrated by crossing the dimensions ‘within/between (who)’ and ‘within/beyond (how)’ in order to structure the observation concerning object formation as the below (Figure 4.5). If discourse is monopolized by either mentor or mentee, and topics are within prepared objects, it can be classified as ‘within/within’ object formation. In spite of adhering to the prearranged objects, an active dialogue between mentor and mentee would build a sense of togetherness and can be categorized as ‘between/within’ object formation. On the other hand, once the object goes one step further than static objects, it can create valuable learning opportunities for both mentor and mentee. Even though the discourse is merely dominated by one party, it can be deemed as the first step of expansive object under the head of ‘within/beyond’ object formation. If the discourse is a reciprocal dialogue on expansive object beyond the boundary of prepared objects, it falls under the category of ‘between/beyond’ object formation as a latent manifestation of co-configuration in the expansive learning process.

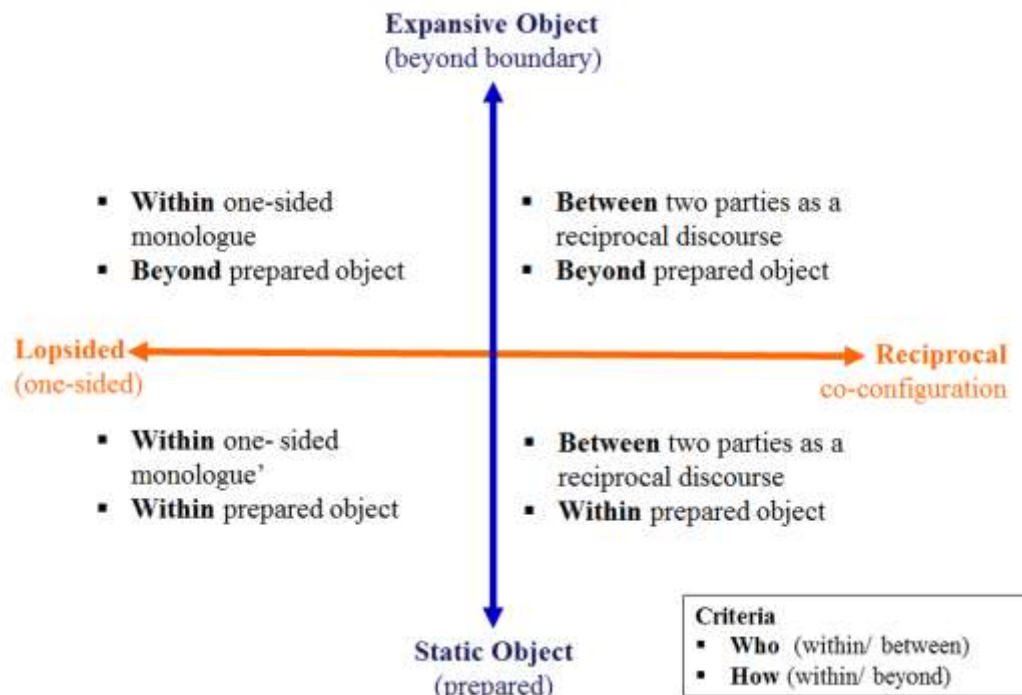


Figure 4.5. Criteria for Position of Newly Formed Objects Formation in the Mentor-Mentee Dyad

The typology of object formation was re-examined in the first meeting of Dyad I in Table 4.9 and demonstrates who participated in the discourse and how the objects was formed in the mentorship meeting over a lapse of time. Concurrently, the total number of each category is counted for the sake of tracing the trajectory of object formation in successive meetings of each dyad as well as for comparison reasons. In accordance with the position of four-field (Figure 4.5), the total numbers were calculated as XY-coordinates in each meeting of each dyad. For instance, if ‘within’ one-sided discourse or barely ‘within’ prepared objects, numbers convert to minus (-). In contrast, if there is more reciprocal discourse ‘between’ mentor and mentee or ‘beyond’ the prepared objects, numbers are converted to plus (+). In the case given below, ‘X-coordinate’ is ‘-5’ as the sum of ‘-8 (‘within’ one-sided)’ and ‘+3 (reciprocal discourse ‘between’ both)’, whereas ‘Y-coordinate’ converts to ‘-9’ as the sum of ‘-10 (‘within’ prepared objects)’ and ‘+1 (‘beyond’ boundary)’. Therefore, the ‘XY-coordinate’ of the first meeting of Dyad I is (-5, -9).

Table 4.9. Types of Object Formation in the First Meeting of Dyad I

1st meeting of Dyad I						
Time	Topic	Object Formation				
		Who (lopsided/reciprocal)		How (static/expansive)		Object
		Within (one-sided)	Between (reciprocal)	Within (prepared)	Beyond (boundaries)	
00:00:00-00:10:00	Setting agenda	mentor V		V		O1: Topic Formation
00:10:00-00:20:00	Self-introduction (mentor)	mentor V		V		O2: Getting to Know Each Other
00:20:00-00:30:00		V		V		
00:30:00-00:40:00	Self-introduction (mentee)		V	V		
00:40:00-00:50:00			V	V		
00:50:00-01:00:00	Personality & future plan	mentor V		V		O3: Career Planning
01:00:00-01:10:00	Info of Finnish IT firms	mentor V			V	
01:10:00-01:20:00	Respective expectations		V	V		O2: Getting to Know Each Other
01:20:00-01:30:00	Plan for upcoming meetings	mentor V		V		O1: Topic Formation
01:30:00-01:40:00		mentor V		V		
01:40:00-01:51:03	Wrap-up	V		V		
(X,Y) coordinates		-8	+3	-10	+1	(-5, -9)

In Chapter VI, topic-shifts in successive meetings of each dyad are elucidated 1) what kind of object was formed, 2) who was involved more in the discourse of certain objects and 3) whether or not the object went beyond the boundary of prepared objects over the lapse of time.

IV-6. Methods of Data Analysis III: Activity System in Cross-Cultural Mentorship

Scandura and Schriesheim (1994) define mentoring as a ‘transformational activity’. In the context of the HERA mentorship, it means that the social status of the mentee can be transformed from of being an international student to being a competitively employable candidate ready for the Finnish workplace. In the next phase of definition, however, mentoring should involve ‘a mutual commitment by mentor and protégé’. Furthermore, in the level of co-configuration, it should move towards a mutually beneficial relationship between mentor and mentee. For this reason, activity theory sheds new light on cross-cultural mentoring by presenting a new understanding of the mentorship process. In Chapter III, the third generation of the activity system has been adopted to re-conceptualize each element of the activity system in the context of the HERA mentorship process. Each mentor and mentee is the ‘subject’ who engages, enacts and pursues the ‘object’ collectively. The ‘object’ is formed, expanded or shifted by adopting mediating factors as ‘tools’, and the ‘object’ molds and transformed into an ‘outcome’. In the HERA mentorship, the ‘outcome’ of transformative activities of the Finnish mentor is to enhance international competitiveness, while for the international mentee, it is to pursue an opportunity to enter the Finnish labor market. For reference purposes, Table 3.2 of Chapter III is provided.

Table 4.10. Definition of an Activity System in the HERA Mentorship Process (as described in Chapter III)

		Definition	
First generation of activity theory	Subject	Mentor	Mentee
	Tools	Shaped factors by adopting available resources including rules, division of labor and community	
	Object	Meaningful targets that are shared, formed expanded or shifted during the interaction between mentor and mentee	
	Outcome	To become internationalized in this globalized era	To become more employable in the Finnish labor market

Second/Third generation of activity theory	Rules	The HERA mentoring package (guidelines, principles and potential discussion topics), written mentoring agreement	
	Division of labor	Affiliated corporation	Affiliated university or corporation
	Community	Ethnic (cultural) background: Finnish	Ethnic (cultural) backgrounds: Multi-national

As mentioned previously, the lower part of the third generation of the activity system consists of ‘rules’, ‘division of labor’ and ‘community’. Once the ‘rules’, ‘division of labor’ or ‘community’ are perceived as resources, it can shape a new ‘mediating factor (tool)’ and cultivate the mentoring process by transmitting acquired knowledge and experience. For instance, each mentor and mentee belongs to different organizations; hence a different ‘division of labor’ can be employed to form a new ‘mediating factor (tool)’ where the mentor learns from the perspective of youth and vice versa. On the other hand, the cultural differences between mentor and mentee should be noticed and adopted as ‘community’ that can formulate a vitally important ‘mediating factor (tool)’ for the sake of accomplishing the desirable ‘outcome’ of both mentor and mentee, of either being internationalized or being ‘Finnish-ized’. A list of potential discussion topics, guidelines and principles provided by the mentoring organizer can be an example of ‘rules’ that are employed as useful mentoring aids and ‘tools’. As referred to later, one or more elements of the activity system can be perceived and adopted to shape and cultivate a meaningful ‘mediating factor (tool)’ to pursue an expanded, boundary-crossing or hybrid ‘object’ and meaningful ‘outcome’ in cross-cultural mentorship.

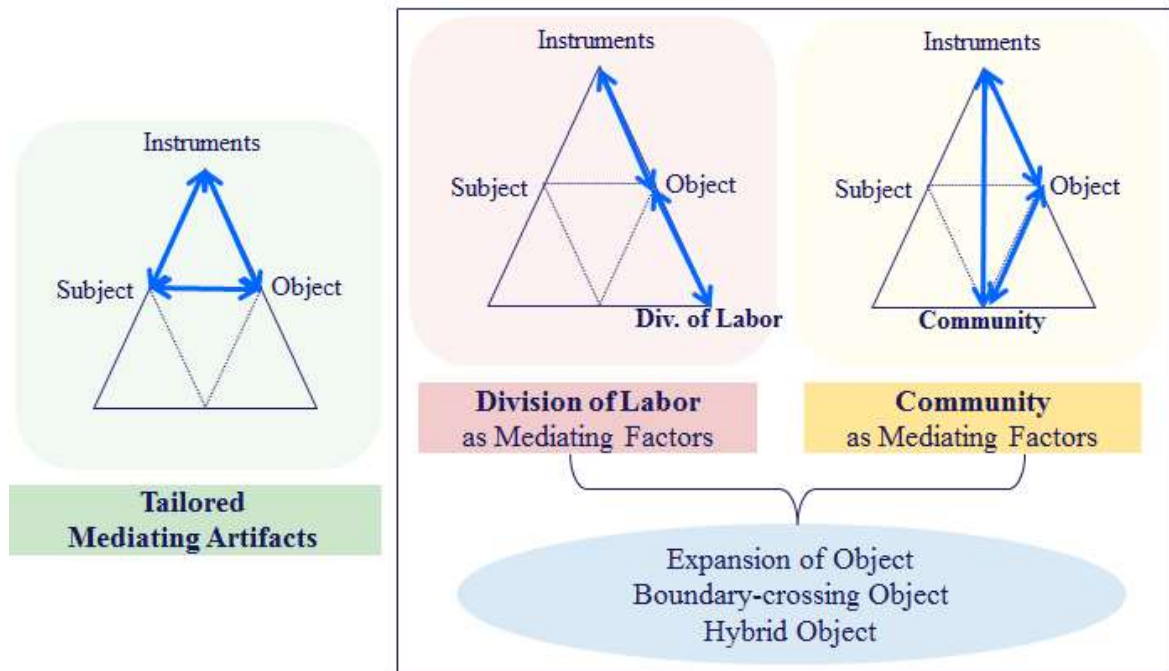


Figure 4.6. Object Formation by means of New Mediating Factors in the Activity System

Chapter VII, will examine 1) what element of the activity system is perceived and adapted as a ‘mediating factor’ with the aim of pursuing the ‘object’ and 2) how the ‘object’ could be expanded, cross the boundary or hybridized by means of adapting a newly formed ‘mediating factor’ throughout the mentoring process. In addition, three mentors of the selected dyads were interviewed in January 2014 and April 2013. As a triangulation method of surveying, the preliminary interpretation of the researcher will be verified and validated by means of post/interim interviews.

V. THE QUESTION AS AN INDICATOR IN THE DISCOURSE

In this Chapter, all questions of mentor and mentee in three selected dyads are analyzed in accordance with 1) how often they asked respectively and 2) what types of questions they asked in the course of different mentoring processes. First, all questions in the discourse of successive meetings of the three dyads were counted and tabulated in Table 5.1.

Table 5.1. Occurrence of Questions in the Meetings of the Three Dyads

Dyad	Total	Average number of questions per meeting	Mentor	Mentee	Ratio: Mentor/Mentee
Dyad I	140	23.33	129	11	0.09
Dyad II	38	12.67	34	6	0.18
Dyad III	81	27.00	38	43	1.13

Sum Total vs. Average of Questions

The total number of questions is a sum of questions of both mentor and mentee in the whole mentoring process. In the data collection, some of the successive meetings were unable to be video-taped or observed for various reasons. Since the fifth meeting of Dyad I was a practical job interview in an official format, the researcher was asked neither to record nor to be present. Meanwhile, the second and third meetings of Dyad II and the second meeting of Dyad III were not saved as files due to either technical problems or where inviting the researcher had not been invited beforehand. Therefore, a total of 6 meetings of Dyad I, 3 meetings of Dyad II and 3 meetings of Dyad III were collected as video/audio files. In each dyad, the mentor and mentee were asked a total of 140 questions of Dyad I during their six meetings, 38 questions of Dyad II in three meetings, and 81 questions of Dyad III in three meetings. As the next step, each sum total of questions in the three dyads was divided by the total number of meetings as an average of total questions in each dyad. Since each dyad had different meetings, this average calculation offered fairer comparative review among the selected dyads. On average, Dyad III used more questions (27 times) than Dyad I (23.33 questions/meeting) and Dyad II (12.67 questions/meeting) in each mentoring meeting.

Ratio of Mentor to Mentee Questions

Notably, the average number of questions per meeting in each dyad is insufficient to represent how questions function in the mentoring discourse. As a result, the ratio of mentor to mentee in questions was calculated in the right column of Table 5.1. In cases of Dyad I and Dyad II, mentees asked only one or two questions while mentors asked ten questions (Dyad I mentor: mentee=1:0.09, Dyad II mentor: mentee=1:0.18). Unlike those two dyads, both mentor and mentee of Dyad III utilized questions more equally (Dyad III mentor: mentee=1:1.13). It is interesting to note how questions trigger the answerer to come up their own questions, and how this dynamic question drives the mentoring discourse from a one-sided monologue to a reciprocal and vibrant exchange.

Types of Questions in the Mentoring Process

As discussed, questions can stimulate discourse in the mentoring meeting and can specifically motivate the mentee to participate in the discourse more actively and vice versa. Furthermore, different types of questions can be used to direct the attention of the answerer to a specific topic or to encourage them to come up with their own ideas for the issue. Therefore, each type of questions is categorized in Table 5.2 in accordance with the criteria laid out in Chapter IV. The two left columns of Table 5.2 show the sequence of meetings in each dyad, and the right column shows the accumulated number of questions in each meeting. Questions of each mentor and mentee were counted according to the designated typology of questions: Confirmative Questions (QC), Specific Questions (QS), Descriptive Questions (QD), Explanatory Questions (QE), Open Questions (QO) and Self-answered Questions (QA). Then, each sub-total number of questions per meeting and average of each type of questions were calculated accordingly. This is set out in the Table 5.2 below.

Table 5.2. Types of Questions in the Mentoring Process

Dyad	#	Questions														Total
		Mentor							Mentee							
		Q C	Q S	Q D	Q E	Q O	Q A	sub	Q C	Q S	Q D	Q E	Q O	Q A	sub	
Dyad I	1st	8	10	4	1		3	26		1					0	27
	2nd	5	14	4	1	3	9	36		1					1	37

	3rd	5	8	5	1	2	5	26		5	1				6	32
	4th	3	2	3				8			1				1	9
	5th	No file (job interview in official format: researcher was asked not to be present)														
	6th	4	5	4		2	1	16			1				1	17
	7th	5	9	3				11		1					1	18
	avg	5.00	8.00	3.83	0.50	1.17	3.00	21.5		1.33	0.50				1.83	23.3
Dyad II	1st	1		1		3		5		1					1	6
	2nd	No file (post interview with mentee: Descriptive Question by mentor)														
	3rd															
	4th	1	5	14		1		21		1	3				4	25
	5th	1	3	1		1		6		1					1	7
	avg	1.00	2.67	5.33		1.67		10.7		1.00	1.00				2.00	12.7
Dyad III	1st	1	4	9	3		2	19	2	8	1	1		4	16	35
	2nd	No file (meeting was held over the line between mentor and mentee only)														
	3rd	1	3	4	1		2	11		2	5			4	11	22
	4th		2	6				11	3	5	8				16	24
	avg	0.67	3.00	6.33	1.33		1.33	12.7	1.67	5.00	4.67	0.33		2.67	14.3	27.0

In this study, key features from the above table are the average number of questions by either mentor or mentee and the most frequent type of questions by either mentor or mentee. This is described in detail as follows:

- 1) **Dyad I:** The mentor asked an average of 21.5 questions per meeting, and the most frequent type of questions was 'Specific Questions (QS)' in general (average 8.00 per meeting), followed by 'Confirmative Questions (QC: avg. 5.00/meeting)', 'Descriptive Questions (QD: avg. 3.83/meeting)', 'Self-answered Questions (QA: avg. 3.00/meeting)', 'Open Questions (QO: avg. 1.17/meeting)' and 'Explanatory Questions (QE: avg. 0.50/meeting)'. On the other hand, the mentee asked only eleven questions in total over six meetings (avg. 1.83/ meeting), and the questions were either 'Specific Questions (QS: avg. 1.33/meeting)' or 'Descriptive Questions (QD: avg. 0.50/meeting)'.
- 2) **Dyad II:** The mentor asked an average of 10.67 questions in each meeting, and the most frequent type of questions was 'Descriptive Questions (QD: avg. 5.33/meeting)', followed by 'Specific Questions (QS: avg. 2.67/meeting)', 'Open Questions (QO: avg. 1.67/meeting)' and 'Confirmative Questions (QA: avg. 1.00/meeting)'. Both 'Explanatory Questions (QE)' and 'Self-answered Questions (QA)', however, were not utilized by the mentor. The mentee of Dyad II also asked only a few questions over the entire process of mentoring (avg. 2.00/ meeting), and like the mentee from Dyad I, the category of questions asked related to 'Specific Questions (QS: avg. 1.00/meeting)' or 'Descriptive Questions (QD: avg. 1.00/meeting)'.
- 3) **Dyad III:** The mentor asked an average of 12.67 questions per meeting, and the most frequent type of questions was 'Descriptive Questions (QD: avg. 6.33/meeting)', followed by 'Specific Questions (QS: avg. 3.00/meeting)', 'Explanatory Questions (QE: avg. 1.33/meeting)', 'Self-answered Questions (QA: avg. 1.33/meeting)' and 'Confirmative Questions (QA: avg. 0.67/meeting)'. Unlike the mentees from Dyad I and Dyad II, the mentee from Dyad III asked more questions than the mentor (avg. 14.33/ meeting), and utilized varied types of questions compared to the other two mentees. :The mentee used 'Specific Questions (QS: avg. 5.00/meeting)' and 'Descriptive Questions (QD: avg.

4.67/meeting)' more, followed by 'Self-answered Questions (QA: avg. 2.67/meeting)', 'Confirmative Questions (QC: avg. 1.67)' and 'Explanatory Questions (QE: avg. 0.33)'. Both mentor and mentee from Dyad III did not use 'Open Questions (QO)' at all.

'Confirmative Questions (QC)' and 'Self-answered Questions (QA)' may not be seen as a typical type of questions; hence both questions are rarely expected to be answered by the interlocutor. Therefore, both types of questions may not lead the mentoring discourse from a monologue to a vibrant dialogue. In the meantime, 'Specific Questions (QS)' can be employed for the purpose of keeping the interlocutor on conversation. Since 'Specific Questions (QS)' can guide the interlocutor to a specific answer, it can be seen to hinder the answering process. In contrast, 'Descriptive Questions (QD)', 'Explanatory Questions (QE)' and 'Open Questions (QO)' can provide a platform in the furtherance of deeper discourse by encouraging an answerer to discover and narrate their own views and ideas on the topic. In the following section, relevant excerpts from the transcript of the three dyads are presented with the intention of extrapolating three distinctive observations in each mentoring process. First, it will be explained how the same question can lead to different forms of discourse by means of comparison between Confirmation Questions (QC) and Open Questions (QO). Second, it will be discussed how different attitudes of answerers and using various types of questions can lead mentorship discourse to be more dynamic. Last, it will be described how narrative questions can contribute to more reciprocal discourse in the mentorship process.

Since the discourse of mentorship is more or less a storytelling process, it would be important to examine the different discourses over a lapse of time. In this sense, some extracted excerpts are intentionally longer length and include previous discourse with the aim of providing contextual information. In addition, the most crucial part of discourse is underlined in each excerpt as a guiding line, whereas some discourses are deliberately deleted and marked as [...] so as to exclude personal information and discourse that is irrelevant for these analytical purposes.

V-1. From Confirmative Questions (QC) to Open Questions (QO)

Dyad I can be distinguished in the way the mentor had asked more ‘Confirmative Questions (QC)’ than other two mentors (Dyad I: 5.00/meeting, Dyad II: 1.00/meeting, and Dyad II 0.67/meeting in avg. of QC). In all dyads, the most frequent types of questions by mentors were either ‘Specific Questions (QS)’ or ‘Descriptive Questions (QD)’: In both Dyad II and Dyad III, mentors asked ‘Descriptive Questions (QD)’ most frequently (Dyad II: 5.33/meeting, Dyad III: avg. 6.33/meeting in avg. of QD), followed by ‘Specific Questions (Dyad II: 2.67/meeting, Dyad III: avg. 3.00 in avg. of QS)’. Both mentors of Dyad II and Dyad III, however, used ‘Confirmative Questions (QC)’, less than once per meeting (Dyad II: avg. 1.00/meeting, Dyad III: 0.67/meeting). Unlike other mentors, the mentor of Dyad I used ‘Specific Questions (QS)’ the most (avg. 8.00/meeting), and ‘Confirmative Questions (QC)’ as the second most (avg. 5.00/meeting). In between topic-shifts, the mentor of Dyad I asked the question including phrases of “*anything else?*”, “*what else?*” or “*any question?*”: Sometimes he put it in a different way such as “*I don’t know how you feel about it*” or “*Did I really answer to your questions?*”, yet the intention of the mentor is deemed as a cue signal of topic-shifts for the sake of double-checking whether or not the mentee was on the same page and was ready to move to next topic. The following excerpt from the first meeting of Dyad I can be exemplified as a typical ‘Confirmative Questions (QC)’.

Excerpt 1] The first meeting of Dyad I on 17th October, 2012 (00:00:00-00:04:43)

Mentor 1: *We could... um... I’m used to using this (post-it). So I propose we could create some kinds of agenda.*

Mentee 1: *Okay.*

Mentor 1: *So, one item is this a mentoring agreement (he pointed out the written agreement that he printed out and brought, then he wrote it on the post-it and put it on the white board)*

Mentee 1: *Then, I’m just listing things that I have had in my mind for you which we go through today. For example, introduction each other again a bit longer... [...]*

While the mentor was explaining themes for next meetings to mentee, he kept writing them on yellow post-it and put them on the white board till the time of (00:03:40).

Mentor 1: *This means...I have a plenty of ideas what we could go through and then we can select among the lists... And, if there is still something, some other things that you want to discuss. Is there anything else you want to talk or discuss today?*

Mentee 1: No. (04:43")

(01:22:51-01:25:35) Afterwards, they respectively filled the mentoring agreement forms.

Mentor 1: *Okay. Should we then next move on this structure of next meeting.*

And then, he moved all yellow post-its to one side and made a space for new red post-its.

Mentor 1: *I have a... what we did last year. We had similar kind of studying session, so next session will concentrate.... Okay, every time we have, as a tool, ten minutes for open questions, typically between these meeting it might be something that you'd want to know...*

[...]

After that, he wrote on a red red-color post-it and continued to explain.

Mentor 1: *It doesn't matter whether the question in your mind is related this session or not. I don't know how do you feel about this?*

Mentee 1: Yes, it's okay.

Mentor 1: *Okay. This means that every session we have ten minutes...(01:25:35")*

Mentee 1: *(she nodded.)*

Interestingly, questions tend to be perceived differently in different contexts and to different answerers. For this reason, criteria for classification of questions are determined by not only the intention of the questioner but also by the answerer. In the first meeting, the mentor of Dyad I posed 'Confirmative Questions (QC)' on seven occasions; however, no 'Open Questions (QS)' was observed in the first meeting of Dyad I. As in the second meeting, 'Open Questions (QO)' started being observed two or three times in the second, third and sixth meetings of Dyad I. It was not unlike the meetings of Dyad II: 'Open Questions (QO)' by the mentor were observed at least once in every meeting of Dyad II. The occurrence of 'Open Questions (QO)' is identical with some 'Confirmative Questions (QC)'. Although both mentors of Dyad I and Dyad II enquired "*anything else?*" or "*what else?*" from the mentee, the answerer tended to convert the same question to either a 'Confirmative Question (QC)' or an 'Open Question (QO)'. Instead of a simple answer "*so*

far, no” or shaking of the head, the mentee of Dyad II brought a new topic up as is demonstrated in the following excerpts:

Excerpt 2] The sixth meeting of Dyad I on 20th March, 2013 (00:58:46-01:00:13)

The mentor explained about Finnish working life, including the job contract, holidays, taxation, benefits, payment, bonuses, unions, legislation and roles.

***Mentor 1:** This was more less what I wanted to tell you today. Do you have any questions?*

***Mentee 1:** Yeah, after we retire, what happens? I mean the money we will use per month, does it comes from the tax we pay or from KELA? (59:52”)*

***Mentor 1:** Not exactly from KELA, but KELA is in the role of the process. So, in Finland, there are pension companies, and... Okay, this is very good questions because what is good to understand is that... [...]*

Excerpt 3] The first meeting of Dyad II on 23rd October, 2012 (00:59:47-01:11:00)

They talked about the topics for upcoming meetings. The mentor invited the mentee to an event that his company will organize, and then, the mentor suggested another meeting with a head-hunter who he knows well.

***Mentor 2:** [...] and, she’s been in the business field so long, especially international recruitment. I think that it’s good idea to have a specialist to discuss these matters. Okay, what else?*

***Mentee 2:** Basically about my career, I have interests in marketing. And through the events and meetings we will have, I hope I will be able to get more practical ideas on marketing-wise. But, as you know, marketing is quiet big, so which part can be like.... (01:01:02”)*

***Mentor 2:** In that sense, I think, maybe we would take you to one of client meetings. And we would see the marketing from client’s perspectives and how they discuss with us. [...]*

The mentor then explained how it worked by giving a couple of examples with real companies’ names.

***Mentor 2:** I think we will find a client who would be happy to have you in our meeting. And show you around the company, so it would give you a new*

perspective of marketing. It can be a bit different from agency's perspective.

Anything else comes up in your mind? (01:05:52")

Mentee 2: *Yeah, that's about career planning and how can I pursue my dream jobs.*

I also have interest in knowing a little bit more about marketing business in Finland, because now I don't know so many marketing companies in Finland. That would be something really interesting to know. (01:06:30")

Mentor 2: *Yeah, that's something that we can certainly do, so that...*

The mentor then searched information by means of his laptop in order to answer what mentee asked.

Mentor 2: *What we could do is that, maybe before we will go and meet one of the clients, we would briefly talk about marketing in Finland, what kind of marketing companies are existing, what kind of media is working, and who are the key players, and so on... [...] So, this is good to understand the cultural differences, something works here but doesn't work in other countries. What else? (01:10:40")*

Mentee 2: *So far nothing, but we discussed last time a little bit about... You said that you also want to know about Vietnamese culture or something is a little bit fun.*

Mentor 2: *Yeah, actually that is one of our meetings, so now we will have ten meetings... (01:11:00") [...]*

The excerpts above show that a more active mentee can transform the identical question "anything else" from a 'Confirmative Question (QC)' to an 'Open Question (QO)'. Since one of main purposes of 'Confirmative Questions (QC)' is to confirm the answerer's comprehension of the previous conversation, it remains as one form of monologue. On the other hand, when 'Open Questions (QO)' is grasped by an inquisitive answerer as an opportunity, this could throw open the door to a topic-shift for the answerer. For that reason, the response of the answerer is as critical as the intention of the questioner to establish the dynamics of discourse in the mentoring process.

The case of Dyad III is in stark contrast with Dyad I and Dyad II: Although both mentor and mentee of Dyad III did not pose a single 'Open Questions (QO)' to each other, they were perceived to generate a more vibrant discourse in their mentoring meetings. The stark difference caught the attention of the researcher who was led to carefully scrutinize the discourse for the cause of such a differential. The next section therefore examines how

Dyad III utilized different types of questions as a resource for stimulating ongoing dynamic discourse.

V-2. Active Answers and Variety of Questions

Two mentees from Dyad I and Dyad II seldom posed questions to their mentor throughout the whole process of mentoring (Dyad I: 11 times, Dyad II: 6 times in total), which means that less than two questions per meeting were raised by the mentee (Dyad I: 1.83 and Dyad II: 2.00 in avg.). The type of questions is merely ‘Specific Questions (QS-Dyad I: 8 times, Dyad II 3 times in total)’. However, ‘Descriptive Questions (QD)’ by the mentee started being observed in later meetings (Dyad I: 3rd meeting and Dyad II: 4th meeting). According to the Level of Learning (Bateson, 1972), discourse will escalate from ‘Correcting’ through ‘Context’ towards ‘Questioning’. Since mentoring per se is one of learning processes, different types of questions in mentorship process can be re-interpreted in the frame of Level of Learning. In the context of different types of questions, ‘Specific Questions (QS)’ resembles ‘Correcting’ in the level of learning. Hence both pursue the answers ‘within a set of alternatives (Bateson, 1972). ‘Descriptive Questions (QD)’, on the other hand, would enquire about the ‘Context’ by seeking a more narrative and detailed answer by means of ‘acquiring hidden rules and patterns of behavior characteristic (Engeström, 1999a)’. Therefore, ‘Descriptive Questions (QD)’ enable the mentee to participate more actively in the discourse and to make explicit what they want to know and learn from the mentor. This is seen in the following two excerpts:

Excerpt 4] The third meeting of Dyad I on 22nd January, 2013 (01:09:20-01:16:36)

They decided topics and dates for next meeting.

Mentor 1: ...so next week, on Tuesday. So do we have it in the morning, at 8:30am? By the way, this 8:30 is fine with you or... I mean it's quite early, as I said.

Mentee 1: It's fine, I am an early bird.

Mentor 1: Okay, 8:30pm to... I think it's going to include feedback, two and half hours, at least. So, from 8:30 to 11am, and let's do it in our office here, because it's easier for me to set up. I will take a picture of this wall.

Both the mentor and mentee took a photo of the white board that they used during the meeting.

Mentor 1: *Do you have anything else in your mind what we could have discussed today?* **Mentee 1:** *Um...I have one question. (01:12:01")*

Mentor 1: *Okay.*

Mentee 1: *In Finland, how can you approach the company without any vacancy or open position there?*

Mentor 1: *I think in IT sector, many companies have searching firms and they also have a career page on their website... [...] and that's only in case of ten bigger companies like Nokia. Okay then, what we need to think now is, I think maybe first we will...*

The mentor seemed to shift the topic to preparation for the next meeting, but turned back to the mentee's question.

Mentor 1: *I don't know, did I answer to your question clearly?*

Mentee 1: *Yep.*

Mentor 1: *Okay. (01:16:36)*

Excerpt 5] The fourth meeting of Dyad II on 26th February, 2013 (00:10:21-00:12:36)

The pair met in a Vietnamese restaurant in Helsinki. While choosing their dishes, the mentor asked the mentee to recommend and explain. After that, the mentee ordered food in Vietnamese.

Mentor 2: *So, how different is the food in different part of Vietnam?*

Mentee 2: *Maybe the taste is different, I think. The south tastes more sweet, and the north they use less fish sources. And, they also have some different dishes.*

Mentor 2: *Yeah. And, actually I was wondering and trying to find the place when the mentee asked there is any good Vietnamese restaurant in Helsinki. This is kind of the only, at least the closest one. And I think it's a bit weird, because my image of Vietnamese food was pretty good. I don't know about the fish sources, but the image, it supposes to be that the food is really good.*

Mentee 2: *Where did you get the image, then? (11:55")*

Mentor 2: *Maybe the people who travelled there, and... somehow in my mind, there is some French collection. Vietnamese foods have a kind of French elements... [...]*

(00:33:35-00:35:34) They then began to talk about typical foods eaten daily in Vietnam how to use chopsticks. Then the mentor changed the topic by asking a question.

Mentor 2: *So, 'enjoy the meal' how do you say that in Vietnamese? Or you don't have that expression?*

Mentee 2: *Ngon-mieng: N-G-O-N-M-I-E-N-G.*

Mentor2: *What does that means, in straight translation?*

Mentee 2: *Hyvaa ruoka! (in Finnish it means 'enjoy your meal;')*

Mentor 2: *Hyvaa ruoka, oh that's enjoy your meal, bon appetite. Are there any French expressions that you would use in your language? (33:35")*

Mentee 2: *I think we've adopted some of words, although we are not aware of it. For example, pedal in bike, and we say like 'pedan'. I think quite a lot of words are adopted.*

Mentor 2: *I think it's the nicest example that we have some actual words either from Russian or Swedish, and some slang languages from either ones. So, the origin of those slangs is 1900s or early 2000.*

Mentee 2: *But is there a lot of language from English? (35:03")*

Mentor 2: *Oh, well, for example, those computer and social media are English. But, not much kind of older words came from English. I think, it's more like IT related words.*

In the case of Dyad III, unlike the other dyads, both mentor and mentee utilized questions in an equivalent manner (38 times by mentor and 43 times by mentee in total). Both mentor and mentee of Dyad III used various types of questions ranging from 'Confirmative Questions (QC: 2 times by mentor, 5 times by mentee in total)', 'Self-answered Questions (QA: 4 times by mentor, 8 times by mentee)', 'Specific Questions (QS: 9 times by mentor, 15 times by mentee)' to 'Descriptive Questions (QD: 19 times by mentor, 14 times by mentee)' and 'Explanatory Questions (QE: 4 times by mentor, 1 times by mentee)'. The most frequent type of questions used by the mentor were 'Descriptive Questions (QD: avg. 6.33/meeting)', the mentee used 'Descriptive Questions (QD)' as the second most popular form of inquiry (avg. 4.67/meeting). Although no 'Open Questions (QO)' was asked throughout the mentoring meetings, the analysis of Dyad III reveals three interesting facets of their discourse: Namely, 1) the variety of questions, 2) frequency of questions, and 3)

employing more ‘Descriptive Questions (QD)’. Vigorous inquiries made by both of mentor and mentee enabled them to dig deeper into the issues of main concern for the mentee. More importantly, this led to a flow of discourse that was both relevant and useful to the mentee.

V-3. From Specific Questions (QS) to Descriptive Questions (QD) and Towards Explanatory Questions (QE)

The mentor of Dyad I used ‘Specific Questions (QS)’ the most (48 times in sub-total of QS) while the mentee asked few questions at all (11 times in total). In the first meeting, the mentee’s attempt to introduce herself was constantly interjected and shaped by the mentor. ‘Specific Questions (QS)’ posed by the mentor helped the mentee formulate what she wanted to say next when the utterance ‘Um’ indicated her indecisiveness: It also guided the introduction of the mentee to points of interests of the mentor. Nevertheless, it may be viewed that this type of learning had preempted the mentee from expressing herself in her own way. the following excerpts illustrate the use of ‘Specific Questions (QS)’ on four occasions by the mentor of Dyad I in the span of less than four minutes.

Excerpt 6] The first meeting of Dyad I on 17th October, 2012 (00:29:01-00:31:45)

The mentor talked about his personal history from his pre-school to his studies, interests, and career (09:30-29:01’)

***Mentor 1:** Then, it’s your turn. I think you can pretty much decide what you want to tell. But I’d like to much know, so from the earlier time of your life, I think it would be better.*

***Mentee 1:** Well, I was born twenty-six years ago in a small town of north-west of Spain. Um...I don’t have many memory of my childhood before I went to school. I always played with Legos and computers and sorts of stuff. It’s a bit weird but that was maybe kind of hobby. Yep, puzzle and...*

***Mentor 1:** When did you get first your own computer? (29:55’)*

***Mentee 1:** Well, it was maybe six or seven years old, Macintosh II, I think. I have had those devices since then. Um....*

***Mentor 1:** What was the fun of it? (30:10’)*

Mentee 1: *I don't know, it was just fun. Maybe I could draw something and it was like a recreation with games.*

Mentor 1: *Okay.*

Mentee 1: *And, I was a kind of good student at school. I wasn't so good much in a meaning, but I went the high school and entered the university. Um... I have very few close friends, like five or six. We studied together at high school. Then, we went to different universities and found different jobs.*

Mentor 1: *Are you still in touch? (31:21")*

Mentee 1: *Yes we are in touch, although everybody is somewhere else now. We met in Christmas and parties sometimes.*

Mentor 1: *So, does anyone else live in Finland now? (31:34")*

Mentee 1: *Nope, not really. One is living in United States, another is in United Kingdom, and the rest of them live in different places of Spain.*

In the meetings of Dyad III, a greater variety of questions were used by both mentor and mentee. In sub-total, 35 questions were raised only in the first meeting (19 times by mentor and 16 times by mentee). The mentor utilized 'Descriptive Questions (QD)' the most (9 times in total) whereas the mentee used more 'Specific Questions (QS: 8 times in total)'. In the first meeting of Dyad III, the greater frequency of 'Specific Questions (QS)' by mentee is not unlike the other mentees and the mentee did not generally seek limited answers by means of 'Specific Questions (QS)'. This contrasted with the mentor who asked 'Descriptive Questions (QD)' about the 'Context (Bateson, 1972)' of the mentee's concerns that had to be addressed to move forward.

Excerpt 7] The first meeting of Dyad III on 29th October, 2012 (00:00:00-00:11:28)

Mentor 3: *My ex-colleague will pick me up at 4.30pm and we're listening to the speech of group coaching. Thus, I have to leave by then.*

Mentee 3: *How long have you been working here? (00:57")*

Mentor 3: *Yeah, about five years so far.*

Mentee 3: *Oh, it's not much.*

Mentor 3: *Yes, it's not much. But total in HR is since 1984.
(01.30") [...]*

Both talked about some of their acquaintances and their lives after retirement.

Mentor 3: *So, tell me about yourself. (03:40")*

Mentee 3: *All right. I live in Vanilla now, and I'm doing my master in media lap and writing my master's thesis now about social business at Aalto University [...]*

The mentee then continued to talk about his studies, master thesis, his life in Finland, his efforts to get a job and his emotional difficulties in Finland. (09:28")

Mentor 3: *Okay, that's it? So, now you threw all these things on the table. And, what do you want me to do? (09:50")*

Mentee 3: *Well, I was thinking what mentoring means for you, what are your expectations on this program and... I don't know (10:05").*

W: *Yeah, maybe we can talk about that. But, something you should know about me also, I think. As I said, for your whole life I've been in HR and I've been doing most of HR development side. So, the talent acquisition and learning that you mentioned are my core-competency, so I can give you lectures for years. What it means that if you are keen about that we would talk about that issue for five meetings until next April. And, I have lived my whole life in Turku; do you know where it is? (11:20")*

Mentee 3: *Of course.*

Mentor 3: *And now I moved again to Turku.*

Mentee 3: *Oh, then you travel every day? (11:28")*

Mentor 3: *No, I don't travel every day but I've done that for ten year [...]*

(00:19:50-00:29:20) Afterwards, they considered the topic of the CV for the next meeting.

Mentor 3: *If you're saying that you've sent out sixty of your CVs and it means that you've gotten sixty 'No's. So, what have you've learned from the experience and what you've done to make your CV looks better? (20:07")*

Mentee 3: *Trust me, I have very many versions of CVs and I stored them in my computer and categorized by the companies... [...]*

Mentee 3: *What's captured you when you see the CVs? What's more important for the final decision? (27:05")*

Mentor 3: *As a professional recruitment manager (she laughed)to me, it's more about what kind of words you use. When you have an announcement of the open position, there are key words. Using and following them, but you need to provide some kinds of facts: what you implemented and participated in, active doings should be shown in your CV. [...]*

Mentee 3: *Then, what does mean the cover letter? What do you write on cover letter that is different from CV? How could I start it? For example, if I say” I am so exciting to apply for your company” and praise the company too much, it sounds so American, and it sounds like...(28:34)*

Mentor 3: *Yes, you should not do that if you apply for the Finnish company, but if you apply for the multinational companies in Finland, for example Siemens, since we are so global, so we have that kind of applications. (29:20”)*

(00:34:38-00:36:58) Next, they agreed to talk more about the mentee’s CV in the next meeting.

Mentee 3: *That’s good, it’s very encouraging. Then, what I was thinking about the next topic, maybe after the CV meeting, is about internal motivation that I’m lacking now.*

Mentor 3: *I was thinking too. What I noticed when you talked about yourself, you put yourself down.*

Mentee 3: *Yes, ‘totta kai (it means ‘really, indeed’ in Finnish)’. I know.*

Mentor 3: *Why? (35:10”)*

Mentee 3: *I don’t know, but maybe it’s cultural? I always think of someone who can do better than me. And I haven’t improved myself for long time, so I am doubt whether I am good enough.*

Mentor 3: *Good enough in what? (35:42”)*

Mentee 3: *Professionally or...I don’t know. Good enough for the role, for the job. Also, I don’t have many friends and I only have one Finnish friend.... I think I am losing it (good enough capability) in a way.*

Mentor 3: *What have you done (to improve)? (36:10”)*

Mentee 3: *To improve? Ha, umm.... I don’t know. Well, I have foreign friends at school, and I have a Finnish spouse [...] I don’t know. I don’t know how much I should have tried. (36:58”)*

After the first meeting, the mentor of Dyad III seemed to find the right balance between the need to deal with the inner conflicts of the mentee and his instinct to avoid it. Once the mentor started embracing the inner conflicts of the mentee as a core topic, she posed the ‘Explanatory Questions (QE)’ “Why?” repetitively. As defined in Chapter IV,

‘Explanatory Questions (QE)’ requires justification and the opinion of the interlocutor. It goes beyond the ‘Context’ in the Level of Learning (Bateson, 1972) and moves towards ‘Questioning’. In the aforementioned excerpt, why-questions helped the mentee explore the origin of concern and led him to figure out his own “how” by means of ‘questioning the sense and meaning of the context’ as well as ‘constructing a wider alternative context (Engeström, 1999a)’. Consequently, in the later meetings, the mentee of Dyad III participated more actively in the discourse and expressed more explicitly what he wanted to know and learn from the mentor. In the third and fourth meetings, therefore, the mentee of Dyad III raised ‘Descriptive Questions (QD: 5 times in 3rd and 8 times in 4th meeting)’ which was as many as the mentor did (4 times in 3rd and 6 times in 4th meeting). It can be seen as the latent capability of narrative questions, such as ‘Descriptive Questions (QD)’, ‘Explanatory Questions (QE)’ and ‘Open Questions (QO)’, and how the narrative questions can play a vital role in leading the mentoring discourse from a one-sided monologue to a vibrant and reciprocal dialogue.

V-4.Summary: Questions in the Direction of Dynamic Discourse in the Mentorship Process

In the previous part of this Chapter, questions were examined for the purpose of answering the first research question ‘How are different types of questions used to dynamic discourse in different mentoring processes’. In order to verify the function of questions as a meaningful indicator, questions in three selected dyads were scrutinized by means of frequency and typology of questions. The total number of questions by mentor and mentee in each dyad was counted in order to calculate the average number of questions in each meeting as well as the ratio of mentor to mentee. At the same time, all questions by the mentor and mentee were classified by six typologies of questions: Confirmative Questions (QC), Specific Questions (QS), Descriptive Questions (QD), Explanatory Questions (QE), Open Questions (QO) and Self-answered Questions (QA).

In three selected dyads, Dyad III used more questions on average than the other dyads (questions per meeting- Dyad III: 27, Dyad I: 23.33, and Dyad II: 12.67) and both mentor and mentee of Dyad III utilized the same amount of questions than others (ratio of mentor

to mentee- Dyad III: 1:1.13, Dyad II: 1:0.18, and Dyad I: 1:0.09). The mentees of Dyad I and Dyad II barely asked questions while mentors asked questions ten-times. In case of the most frequent types of questions, the mentor of Dyad I asked either 'Specific Questions (QS)' or 'Confirmative Questions (QC)' the most, whereas two mentors of Dyad II and Dyad III asked either 'Descriptive Questions (QD)' or 'Specific Questions (QS)' the most (average number of questions- Dyad I: QS(8.00), QC(5.00), Dyad II: QD(5.33), QS(2.67), and Dyad III: QD(6.33), QS(3.00)). On the other hand, all three mentees utilized either 'Specific Questions (QS)' or 'Descriptive Questions (QD)' the most (average number of questions-Dyad I: QS(1.33), QD(0.50), Dyad II: QS(1.00), QD(1.00), and Dyad III: QS(5.00), QD(4.67)).

In examining dynamic discourse in the mentoring process, three noticeable facets of questions were discussed in this Chapter. First, the ratio of mentor to mentee in number of questions can be seen as an indicator to determine whether the mentoring discourse is monopolized by one interlocutor or not. It was noted that the mentoring discourse becomes more vibrant with reciprocal dialogue when the ratio of mentor to mentee is more equal. Second, it was noted that in spite of the identical format used, the passive and submissive attitude of the answerer could hamper the progress of dynamic discourse. The typology of questions can be transformed from 'Confirmative Questions (QC)' to 'Open Questions (QO)', when the question 'anything else' is posed and is grasped by an inquisitive answerer as an opportunity for topic-shift. Last, different types of questions can lead mentoring discourse to either a one-sided monologue or a dynamic dialogue. Although 'Confirmative Questions (QC)' and 'Self-answered Questions (QA)' are forms of questions, it is noted that both types of questions did not direct discourse from monologue to dialogue. Meanwhile, it was observed that 'Specific Questions (QS)' tended to guide the interlocutor to a specific direction of answer and therefore did not contribute to dynamic discourse in the mentorship process. On the other hand, narrative questions such as 'Descriptive Questions (QD)', 'Explanatory Questions (QE)' and 'Open Questions (QO)', rendered the mentoring discourse as a more dynamic and reciprocal exchange. When the practitioner utilized more narrative questions in their discourse, it allowed the interlocutor to participate in the discourse more actively as well as encourages them to contribute more to a reciprocal mentorship process.

VI. EVOLUTION OF OBJECTS IN THE MENTORING PROCESS

In the Chapter VI, topic-shifts in the successive meetings of each dyad are explained in according to 1) what kind of object was formed, 2) who was most involved in the discourse of certain objects and 3) whether or not the object went beyond the boundary of prepared objects after a lapse of time. To begin, the trajectory of object formation will be analyzed on two dimensions: One is in accordance with the successive meeting of three selected dyads over a lapse of time. The other is in accordance with the seven typologies of objects in the whole mentoring process of each dyad. Afterwards, the trajectory of object formation will be re-interpreted along with the six types of questions in their mentoring discourses.

VI-1. Trajectory of Object Formation in Accordance with Sequence of Meetings

The trajectory of each successive meeting of the three selected dyads is tabulated against the relevant time periods. Each ten minutes is categorized in accordance with the criteria of object formation in Chapter IV. Every ten minutes, analysis is given as to how the topic had shifted, who was proportionately more involved in the discourse, what kind of objects the mentor-mentee pair intended to achieve through the topic, and whether or not the newly formed object required crossing the boundary of prepared objects. Subsequently, the sum of each category is counted for the sake of calculating XY-coordinates in the four-field of object formation (Figure 4.5 in Chapter IV) as referred to later (Table 6.1).

Table 6.1. XY-coordinates of Successive Meetings in the Three Selected Dyads

Dyad	Meeting	Object Formation				(x, y)
		Who		How		
		Within	Between	Within	Beyond	
Dyad I	1st	-8	3	-10	1	(-5, -9)
	2nd	-8	5	-13	0	(-3, -13)
	3rd	-2	7	-6	3	(5, -3)
	4th	-2	4	-5	1	(2, -4)
	5th	N/A				
	6th	-4	7	-6	5	(3, -1)
	7th	-5	5	-8	2	(0, -6)

Dyad II	1st	-2	6	-3	5	(4, 2)
	2nd	-1	1	-1	1	(0, 0)
	3rd	0	2	-1	1	(2, 0)
	4th	-2	8	-4	6	(6, 2)
	5th	-5	3	-7	1	(-2, -6)
Dyad III	1st	-1	8	-3	6	(7, 3)
	2nd	N/A				
	3rd	0	9	-2	7	(9, 5)
	4th	0	8	-2	6	(8, 4)

As defined in Chapter IV, if the discourse of ten minutes is ‘within’ a one-sided monologue or ‘within’ prepared objects, it is converted to a minus (-) value, whereas if it is a reciprocal dialogue ‘between’ mentor and mentee or ‘beyond’ prepared objects, it is converted to as plus (+) value. Since the fifth meeting of Dyad I and the second meeting of Dyad III were neither observed nor recorded, both meetings are excluded in this data analysis. The second and third meetings of Dyad II, however, are included based on the post interview with the mentee and the feedback from mentor via email as seen in the following two excerpts. Although the two meetings cannot be analyzed in the same way as the recorded meetings, the post interviews provide preliminary grounds for inference concerning object formation in these meetings.

Excerpt 8] Post-interview with Mentee 2 of Dyad II after the 2nd meeting on 2nd

February, 2013

(00:06:36-00:08:20) Description of the second meeting of Dyad II

***Mentee 2:** The two meetings before the event, I thought that the meeting was one of company’s meetings, so all the people who involved in the event would meet together. Thus I didn’t expect that it was only for me. Yeah, but, it was quite nice in a way, because I believe even if I would have attended any of the company meetings, I would haven’t understood anything, because they would have discussed in Finnish. I think, I don’t know because they didn’t say... But that’s one of the reasons why they organized the meeting only for me with the producers. But, I also, in one way, leant a lot of knowledge from the meetings. For example, the basic process of how they organize the event, and what kind of tools, software and so on. So, I got the general whole picture from the meetings, and reflected them through*

the actual event. Yeah, that's about my expectation before the meeting, and it was quite fun.

(00:11:09-00:12:05) Discourse between mentor and mentee at the event

Mentee 2: *I met the mentor during the event, when he was with the VIPs in the client party. We talked about the event, but not much about the mentoring. We were just... yeah, he asked me how I was doing and enjoying so on. And, I am planning to write an email to the mentor and the producers (that I had one-on-one meetings before the event) to summarize what I learnt and so on.*

Excerpt 9] Post-interview with Mentee 2 of Dyad II after the 3rd meeting on 2nd

February, 2013

(00:01:18-00:02:25) Explanation of the reason why they did not inform the researcher of the meeting

Mentee 2: *I forgot to inform you because I didn't know whether the mentor also wanted to invite you or not. Because, actually we went to a restaurant and we met his sister (a professional recruiter in an international headhunting company). As you may remember, last time we (the mentor and mentee) agreed to meet his sister and discuss about the career plan and how to apply jobs and so on. [...] But, when I met him in the restaurant, I reminded him of you, and he said he forgot to tell you, he totally forgot.*

(00:04:14-00:06:20) Description of the third meeting of Dyad II

Mentee 2: *Before last Christmas, actually, we met one time for breakfast. But, it was anything related to any planning (mentoring) or anything. We just met and had breakfast for forty minutes and talked about what we were going to do during Christmas. Because it was quite long time since we met in the Christmas event in downtown. So that was one meeting (but it is excluded when the total number of meetings is counted in this study). And, in the meeting at restaurant (the third meeting of Dyad II), I met his sister. And, she asked me about like... What I like and what I want to do, and she gave me some advices on applying jobs in Finland. And, yeah, that's basically of her advices how to integrate into the society. So, there weren't so many topics, it was like... She asked me a lot of questions, like what I like, what I want to do, and what my passion in life is, something like that. She tried*

to find out who I am. And they also told about the differences in Finland, in a sense of internationalization.

On the basis of the value of XY-coordinates in the right column of Table 6.1, each successive meeting of three selected mentor-mentee dyads is situated in the four-field (Figure 6.1): The meeting of Dyad I is marked with a yellow circle; Dyad II with a green triangle; Dyad III with a purple rectangle. And, The number of each mark represents the successive number of meetings, while the arrow between marks shows a direction from one meeting to another in each dyad.

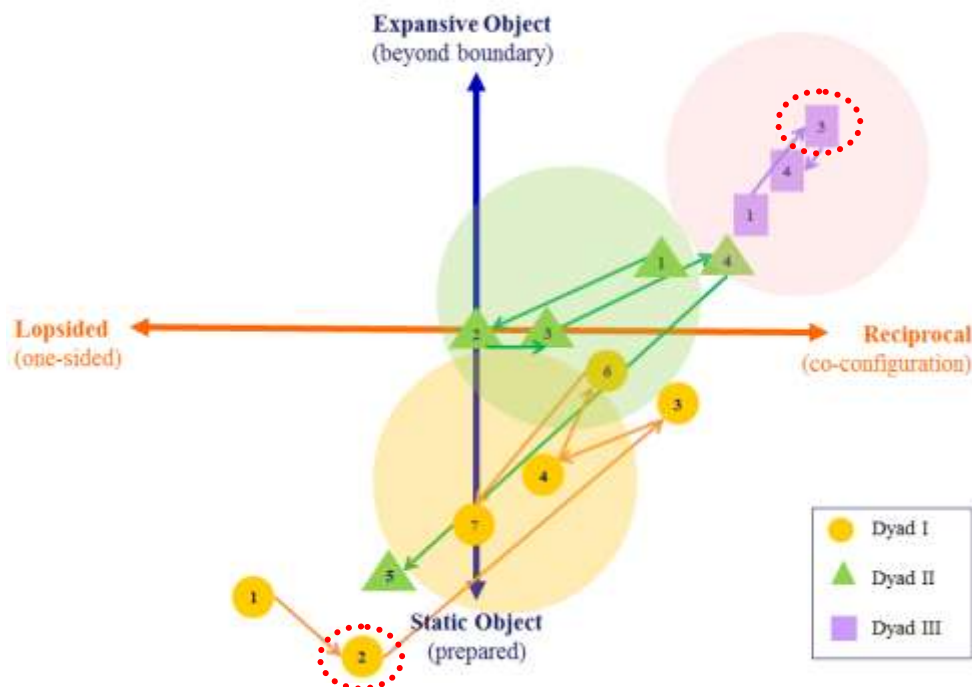


Figure 6.1. Position of the Newly Formed Object Formation (sorted by sequence of meetings)

In above Figure 6.1, the second meeting of Dyad I (a yellow circle with number 2) and the third meeting of Dyad III (a purple rectangle with number 3) are situated in significantly different positions of the four-field graph (two red circles of dotted-line in Figure 6.1). For that reason, those two meetings were selected with the aim of comparing the trajectory of object formation after a lapse of time as referred to later in Table 6.2. The third meeting of Dyad III took one hour and twenty seven minutes, while the second meeting of Dyad I was

one of the longest meetings in all selected pairs, and took two hours and sixteen minutes. The two selected meetings will be examined by means of relevant excerpts from each meeting.

Table 6.2. Comparison of Object Formation

	3rd meeting of Dyad III					2nd meeting of Dyad I				
(X, Y)	0	+9	-2	+7	(9,5)	-8	+5	+13	0	(-3,-13)
Time	Object Formation					Object Formation				
	Who (discourse)		How (prepared object)		Object	Who (discourse)		How (prepared object)		Object
	Within	Between	Within	Beyond		Within	Between	Within	Beyond	
00:00:00-00:10:00		V		V	O7(2)+O3	V		V		O1
00:10:00-00:20:00		V		V	O7(2)+O3		V	V		O3
00:20:00-00:30:00		V		V	O7(2)+O3	V		V		O4
00:30:00-00:40:00		V		V	O7(2)+O3	V		V		O4
00:40:00-00:50:00		V		V	O7(2)+O3	V		V		O4
00:50:00-01:00:00		V		V	O7(2)+O3	V		V		O4
01:00:00-01:10:00		V		V	O7(2)+O3		V	V		O4
01:10:00-01:20:00		V	V		O2	V		V		O4
01:20:00-01:30:00		V	V		O2	V		V		O4
01:30:00-01:40:00							V	V		O4
01:40:00-01:50:00						V		V		O4
01:50:00-02:00:00							V	V		O4
02:00:00-02:16:10							V	V		O1
	0	9	2	7		8	5	13	0	

In the third meeting of Dyad III, after a few minutes of brief greetings, the mentor and mentee immediately started talking about the issue that the mentee brought up for one hour.

At that time, the mentee of Dyad III recently started working in a small Finnish IT company and so eagerly asked many questions to get the advice of the mentor on his current situation in the organization. Their discourse went into more a dynamic dialogue and speaking-turn frequently shifted from one to another. Although the topics they discussed were mainly related to ‘Object3 (O3): Career Planning’, when it came to the advice given by the mentor, their discourse also covered the issue of the mentee’s motivation or ‘Object7 (O7): Special Interests’. This was not a planned topic but an emerging issue amidst the third meeting of Dyad III. Therefore, all discourses of ‘Object7 (O7) + Object3 (O3)’ during that hour took place ‘between (+)’ the mentor and mentee as well as ‘beyond (+)’ the prepared objects (XY-coordinates= (+7, +7)).

Excerpt 10] The third meeting of Dyad III on 24th January, 2013 (00:00:00-00:04:35)

Mentor 3: *First of all, I’ve just glanced it (9 pages-document that the mentee attached when he emailed the mentor to ask to arrange next meeting for the issue), and I thought maybe you have something you want to talk about it today.*

Mentee 3: *Yes, what’s your first impression of it, by the way. And, how was your life before then?*

Mentor 3: *Good. For the researcher, if you want, you can say some words about what you’re doing and what is this task that we are going to talk about today. And, if we accidentally mention the name of the company, please don’t use it (to the researcher).*

Mentee 3: *Yeah, I started working for the company dealing with digital contents. It’s still in the stage of finding who they are and where they head to. My role is yet unclear, I am an intern, but they suggested me to stay probably longer because they like the way I’m working for them. At the moment I’m going through the work processes regarding how they produce contents and work relations between employees and between managers.(01:48”) [...]*

Mentor 3: *Well, before saying my first impression, how old is the company? (04:25)*

Mentee 3: *Oh, eleven or twelve years old.*

Mentor 3: *Okay, then there hasn’t been any market exposure, nothing else but his own contacts, right?*

Mentee 3: *Yeah. (04:35) [...]*

The pair kept up the conversation in a dynamic way and the mentor gave her advice on the question that was asked by the mentee. (00:26:01-00:30:19)

Mentor 3: [...] *This is for free and the cost are still in the budget.*

Mentee 3: *But how can I persuade him to find his goal? I don't know his motivation or habits or... But how can I make the person to understand that, no matter what he feels, he has to make a decision? Should we send him to the coaching training?* (26:22")

Mentor 3: *I don't think the coaching is the best solution. I think the main thing with his development is that he also should be open to see his strengths and weaknesses. [...] This is the first thing what he has to do, I think. Maybe then, the other possibility is to have feedbacks from employees, also. Maybe it would be good to have 360 degrees evaluation for him.* (29:33")

Mentee 3: *Yeah, but when he reviews the others' ideas, he always says that he has so many things that he wants to share with others. And, maybe so many people keep saying that my words are true. But, it reminds me that maybe he thought they are not good enough, even though they are still here (the company). But if he already thinks they are not good enough, how even they'll become to be good enough if you never give them a chance?* (30:05")

Mentor 3: *(She interjected while the mentee kept talking his opinion.) You have to ask him to define 'good'. [...]*

For the next half hour, Dyad III recapped their previous meeting for the researcher and explained why they failed to record it properly. They also shared what they had learnt so far through the HERA mentorship process. They then, scheduled the next meeting together. Since scheduling the next meeting can be viewed as a planned object, it could be categorized as 'within' the prepared 'Object1 (O1): Topic Formation'. When Dyad III arranged the next meeting, however, they did not determine any topic or object but merely identified an available date and time for both in the upcoming weeks and for a midterm feedback session. Thus, the aforesaid discourse is categorized not as 'Object1 (O1): Topic Formation' but as 'Object2 (O2): Getting to Know Each Other'. For that reason, the rest of thirty minute discourse of 'Object2 (O2): Getting to Know Each Other' took place 'between (+)' the mentor and mentee but 'within (-)' the prepared topics (XY-coordinates=

(+2, -2)). In total, the value of x is '+9 (=+7+2)' and the value of y is '+5 (= -2+5)'. Hence, XY-coordinates of the third meeting of Dyad III is (+9, +5).

Excerpt 11] The third meeting of Dyad III on 24th January, 2013 (01:24:26-01:26:27)

The pair recapped the second meeting for the researcher and scheduled the next meeting.

***Mentor 3:** Then, we are done, thank you very much. It's always pleasure to challenge you. And this is also two ways, because I've been also learning a lot from how you are thinking and what kind of angles you have to figure it out. When you said that this is this and that is that, my pleasure is to challenge you with the opposite views. Or, this is just one thing, and there are a hundred of more.*

***Mentee 3:** True, I have learnt a lot.*

***Mentor 3:** Well, but I also felt sorry because I can't hold myself back. Because I think so much a bigger picture is linked with the issues you brought up.*

***Mentee 3:** You should know that the big picture thing keeps echoing my mind, ever since I heard it from you. It really helps me whenever I talked my colleagues. Thank you and I also try to be more patient. And, once you get a job, it is the most crucial time to need a mentor. So, many of my friends, they are very jealous of me.*

During the second meeting of Dyad I, on the other hand, the mentor and mentee spent one and a half hours focusing discussion on the cover letter and curriculum vitae (CV) of the mentee. For the first and last ten minutes, they set the agenda for the day's meeting, recapped the last meeting, and scheduled the next meeting as 'Object1 (O1): Topic Formation'(XY-coordinates= (0, -2)). For ten minutes, they reviewed job description from an actual open position as 'Object3 (O3): Career Planning' (XY-coordinates= (+1, -1)). For the rest of meeting, however, they mostly dealt with the cover letter and CV that the mentor had asked the mentee to prepare in the first meeting. Most of the discourse of Dyad I remained 'within' the prepared 'Object4 (O4): Job Searching' and most of the discourse was monopolized by the mentor. When the mentor of Dyad I explained a topic, it lasted from a few minutes to more than ten minutes without a single interruption by the mentee. In this respect, the mentee was observed to be an active listener nodded her head and noted down the comments of the mentor. As the following excerpt illustrates, the mentee of Dyad

I did not take the initiative in shifting topics or asking questions, and spent less than one minute when answering the questions of the mentor.

Excerpt 12] The second meeting of Dyad I on 28th November, 2012 (00:19:41-00:57:44)

The pair set the agenda for the meeting of the day and recapped their first meeting.

***Mentor 1:** Then, should we go these two different parts of this job description? What do you think, what is the most important thing in the first part?*

***Mentee 1:** I have highlighted the user-center design and how to align with business environment. Ah, also working in and with teams. (20:37")*

***Mentor 1:** Okay, I have few items also before then. I, typically, I start looking after this kind of documents, because I've also done a lot of this type of text. In many bigger companies [...] Then, the other things are very generic and basic. Then, passionate, it's the word that you can use in your cover letter, as you really enjoy working in this area and you really want to do this. Put some passion on your cover letter. (28:08") Okay, next one?*

***Mentee 1:** Yeah, here is about the user-experience designer's role, using smart-devices, and being able to communicate by using the scenarios... (28:25)*

***Mentor 1:** I think the whole next part is more or less about two items, in my opinion. The main thing is the user-experience designer's role. The other one is they expect that you have experience of the smart devices users. [...] You don't necessarily need to know the terms in the application phase and sending your CV. But, when you're selected for interview, it's possible that they are doing to ask you, so at least you should know something. (35:25")*

Do you have anything else marked on this part?

***Mentee 1:** Nope, just this preferred part. (35:37")*

***Mentor 1:** Well, right. There is one tool what can be used. It's not very commonly used in Finland, especially by Finnish applicants. [...] Okay, now we have reviewed this application. How do you feel based on this discussion? Would it be now easier to create your CV and cover letter? (38:29")*

***Mentee 1:** Well, if I would have had some experience, then yes, but... (38:35")*

***Mentor 1:** I don't really mean about this job experience. I mean if you would've known about my views, how I'm looking after the position, and what things you'd*

better take into account and consideration. Would it be easier for you now to fulfill that? (39:05)

Mentee 1: *Yeah.*

Mentor 1: *Okay. I think before we're going the CV and cover letter, I'd like to spend few minutes to shortly describe how I feel this recruitment process in many companies and what are the main items in recruitments. (And, he stood up, approached to the white-board and started writing something while he was explaining the recruitment process to the mentee.)*

[...] So, you really don't need to worry about yourself, just be yourself... Okay, does it make sense? (53:54")

Mentee 1: *Yes (53:55")*

Mentor 1: *I think the core thing you'd remember is [...] But, you need to be honest, typically in Finland, because I've read many applications from abroad, foreign countries. I think in Finland, it's very typical that you don't mention much about things that you don't really know. Because, as you know, we Finnish are very straightforward and we think that we are very honest. Okay, do you have any question about this? (56:50")*

Mentee 1: *No, it's very clear. (56:55")*

Mentor 1: *Okay, do you feel that... would you add something else to there? Do you think that something else is important? (57:03")*

Mentee 1: *Well, when you go to the first interview in many cases, and you first face the HR person. Because you don't really interact with them in your field, and it's hard to go to the second stage. (57:32")*

Mentor 1: *I think we can discuss about this... I think at least we reserved one or two sessions for some kind of test interviews. [...]*

Remarkably, a total of thirty-seven questions appeared in the second meeting of Dyad I (refer: Table 5.2 in Chapter V - 36 questions by mentor and 1 question by mentee), which is the highest total number of questions in all three dyads. The mentor of Dyad I utilized diverse types of questions including 'Confirmative Questions (QC: 5 times)', 'Self-answered Questions (QA: 9 times)' 'Simple Questions (QA: 14 times)', 'Descriptive Questions (QD: 4 times)', 'Explanatory Questions (QE: once)' and 'Open Questions (QO: three times)'. The mentee on the other hand asked a 'Simple Questions (QS)' once during

the whole discourse. In spite of the higher number of questions asked by the mentor, questions do not seem to lead to a dynamic discourse in their mentoring process. As the following excerpt demonstrates, some ‘Descriptive Questions (QD)’ by the mentor were answered by the mentor himself, which directed the conversation to ‘Self-answered Questions (QA)’. Furthermore, the questions “*anything else?*” was asked a total of six times, whereas only three ‘Open Questions (QO)’ were asked. The remaining three questions were deemed ‘Confirmative Questions (QC)’ on account of the inactiveness of the answerer. For that reason, the one and a half hour discourse of ‘Object4 (O4): Job Searching’ took place mainly ‘within (-)’ a one-sided monologue by the mentor and ‘within (-)’ prepared topics (XY-coordinates= (-4, -10)). In total, the value of x is ‘-3 (=0+1-4)’ and the value of y is ‘-13 (= -2-1-10)’. Consequently, XY-coordinates of the second meeting of Dyad I is (-3, -13).

Excerpt 13] The second meeting of Dyad I on 28th November, 2012 (01:21:52-01:22:38)

The pair reviewed the mentee’s CV together, and the mentor gave suggestions on it.

Mentor 1: *Then, the next one, education verse professional experience. I personally feel that... Okay, I would say the first page looks like pretty professionally made and clear and so on. But, if you look this side of document, it looks pretty good (he showed two pages of the mentee’s CV and kept asking), but this side is... How does it look like? (01:22:16”)*

Mentee 1: *(The mentee hesitated to answer and said) I don’t know. (01:22:22”)*

Mentor 1: *I was thinking that is there anything I can do this chapter, so that it would be more readable. I think in case of you, you are [...]*

(01:43:23-01:22:38) After the mentor kept giving advices on the mentee’s CV, he started talking about the mentee’s cover letter.

Mentor 1: *It took forty-five minutes (to review CV). What about the cover letter? Or do you have anything to ask about the CV? (01:43:29”)*

Mentee 1: *No. Well, it’s not so good because I didn’t have much time. (And, she handed over her cover letter to the mentor.) But, it’s more like... I wouldn’t hire myself if I... (01:43:46”)*

Mentor 1: *Okay, I would start with one thing. Do you still remember what I mentioned, what is the most important thing when you’re doing these documents? (01:43:58”)*

Mentee 1: (The mentee hesitated to answer and said) No. (01:44:03’')

Mentor 1: How should you look like? What are different factors between more experience and less experience person when they apply? How do they look like in a different way? (01:44:21’')

Mentee 1: (The mentee hesitated to answer and said) I don’t remember now. (01:44:35’')

Mentor 1: Okay, being a professional, looking like a professional.

Mentee 1: Yes, yes.

Mentor 1: Especially, when you are working in the user-interface [...]

In brief, the three big circles of Figure 6.2 provide a rough representation of each respective position of the three dyads in the four-field of object formation according to the trajectory of successive meetings in each mentorship process. It should be noted however, that some meetings are situated out of the circle on account of the wide distribution of each meeting (refer: Figure 6.1).

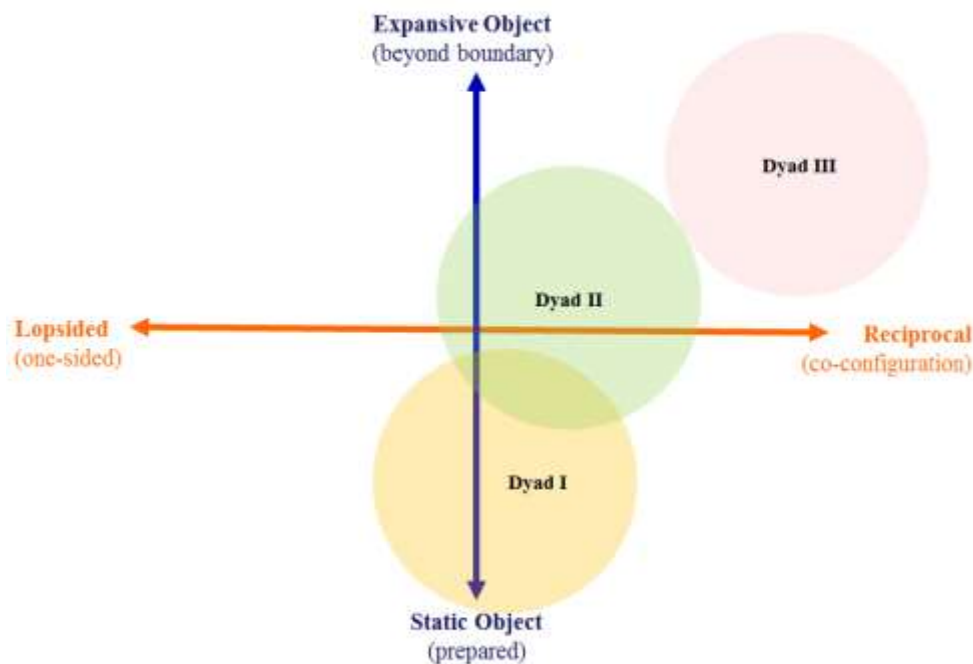


Figure 6.2. Position of Objects in the Three Dyads' Mentorship Meetings (sorted by successive meetings)

VI-2. Trajectory of Object Formation in Accordance with Object Typology

The trajectory of topic-shifts in all successive meetings of the three selected dyads was tabulated throughout a lapse of time. Each ten minutes of object formation is classified in accordance with the seven typologies of objects; 1) Object1 (O1): Topic Formation, Object2 (O2): Getting to Know Each Other, Object3 (O3): Career Planning, Object4 (O4): Job Searching, Object5 (O5): Finnish Worklife, Object6 (O6): Trends in Worklife (global era) and Object7 (O7): Special Interests, as it is determined in Chapter IV. As in the previous analysis of successive meetings, the sum of each category is counted and each XY- coordinates in the four-field is calculated as set out in Table 6.3 below. In the trajectory of successive meetings, the total number of meetings differs from one another in the given period of the mentoring process. For instance, Dyad I had seven meetings in total, while Dyad II and Dyad III had met five times and four times respectively. Unlike the trajectory of successive meetings, the trajectory of object formation according to object typology allows for comparison of the three pairs by means of the same numbers of categories of objects.

Table 6.3. XY-coordinates of Object in the Three Dyads

Dyad	Objects	Object Formation				(x, y)
		Who		How		
		Within	Between	Within	Beyond	
Dyad I	O1	-5	7	-10	2	(2, -8)
	O2	-3	5	-7	1	(2, -6)
	O3	-2	1	-2	1	(-1, -1)
	O4	-11	10	-18	3	(-1, -15)
	O5	-4	4	-5	3	(0, -2)
	O6					
	O7	-4	4	-6	2	(0, -4)
Dyad II	O1	0	4	0	4	(4, 4)
	O2	-2	3	-3	2	(1, -1)
	O3	-1	1	-1	1	(0, 0)
	O4	0	1	-1	0	(1, -1)
	O5	-7	3	-7	3	(-4, -4)
	O6					
	O7	0	8	-4	4	(8, 0)

Dyad III	O1	0	1	-1	0	(1, -1)
	O2	-1	4	-4	1	(3, -3)
	O3	0	9	-1	8	(9, 7)
	O4	0	1	0	1	(1, 1)
	O5	0	2	-1	1	(2, 0)
	O6	0	1	0	1	(1, 1)
	O7	0	7	0	7	(7, 7)

In case of Dyad I and Dyad II ‘Object6 (O6): Trends in Worklife (global era)’ is excluded in XY-coordinates, because both dyads did not take it as one of objects in the mentoring process. On the other hand, ‘Object6 (O6): Trends in Worklife (global era)’ is observed once in the fourth meeting of Dyad III, by way of intertwining with ‘Object3 (O3): Career Planning’. Another distinctive facet is the contents of ‘Object7 (O7): Special Interests’ that differ from each other in each dyad: For instance, Special Interests of Dyad I consisted of learning about Finland in general, such as Finnish people and life, geographical information, gender equality, population and education in Finland. On the other hand, Dyad II chose to discuss the culture of the mentee as their ‘Object7 (O7): Special Interests’, such as Vietnamese cuisine, history, language, climate, cultural habits as well as comparing Vietnam and Finland in terms of society, gender equality and family. Both Dyad I and Dyad II arranged one separate meeting for ‘Object7 (O7): Special Interests’ and it took place in the last meeting of Dyad I and in the fourth meeting of Dyad II. In the case of Dyad III, however, two different ‘Object7 (O7): Special Interests’ were discussed unintentionally and without requiring separate meeting: Self-motivation of the mentee emerged as ‘Object7 (O7): Special Interests’ and intertwined with ‘Object4 (O4): Job Searching’ in their first meeting. Another ‘Object7 (O7): Special Interests’ related to on-the-job concerns of the mentee was also interwoven with ‘Object3 (O3): Career Planning’ in the third and fourth meetings of Dyad III.

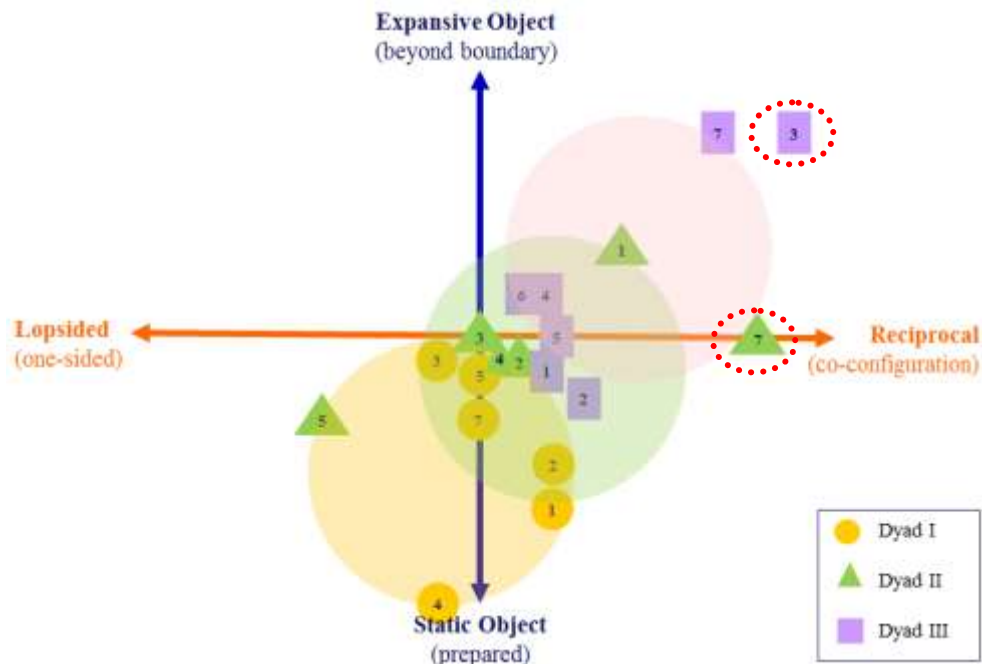


Figure 6.3. Position of Newly Formed Object Formation (sorted by types of objects)

In Figure 6.3 above, ‘Object7 (O7): Special Interests’ of Dyad II (a green triangle with number 7) and Dyad III (a purple rectangle with number 7) are situated in significantly different positions of the four-field graph (two red circles of dotted-line in Figure 6.3), even though both dyads dealt with the same category of ‘Object7 (O7): Special Interests’. For that reason, those two meetings were selected with the aim of comparing the trajectory of object formation on a same category of ‘Object7 (O7): Special Interests’ over a lapse of time (Table 6.4). Both dyads spent fairly similar amount of time (Dyad II: 80 minutes and Dyad III: 70 minutes) on ‘Object7 (O7): Special Interests’ over the whole process of mentorship. In the case of Dyad II, the culture of the mentee was chosen as their ‘Object7 (O7): Special Interests’ and one of entire successive meetings (4th meeting on 26th February, 2013) was even set apart to discuss this object. In Dyad III, however, two of ‘Object7 (O7): Special Interests’ were emerged in the meeting, and then, intertwined with either ‘Object4 (O4): Job Searching’ or ‘Object3 (O3): Career Planning’ in their whole process of mentorship meetings.

Table 6.4. Comparison of the Formation of ‘Object7 (O7): Special Interests’

	‘Special Interests’(O7) in Dyad II					‘Special Interests’(O7) in Dyad III				
(X, Y)	0	+8	-4	-4	(8,0)	0	+7	0	+7	(7,7)

Time	Object Formation					Object Formation				
	Who (discourse)		How (prepared object)		Object	Who (discourse)		How (prepared object)		Object
	Within	Betw een	Within	Beyo nd		Within	Betw een	Within	Beyo nd	
00:00:00- 00:10:00		V	V		O7		V		V	O7(2) + O3
00:10:00- 00:20:00		V	V		O7		V		V	O7(2) + O3
00:20:00- 00:30:00		V	V		O7		V		V	O7(2) + O3
00:30:00- 00:40:00		V	V		O7		V		V	O7(2): + O3:
00:40:00- 00:50:00		V		V	O7		V		V	O7(1)
00:50:00- 01:00:00		V		V	O7		V		V	O7(1)
01:00:00- 01:10:00		V		V	O7		V		V	O7(1) + O4
01:10:00- 01:20:00		V		V	O7					
	0	8	-4	4		0	7	0	7	

The fourth meeting of Dyad II took place in a Vietnamese restaurant in Helsinki for the purpose of offering the mentor with an opportunity to explore Asian culture. Out of a total of eighty minutes, the first of forty minutes were spent on learning about Vietnamese cuisine, history, language, climate and cultural habits within the prepared objects. Most of the discourse was triggered by the mentor's 'Descriptive Questions (QD)' followed by the mentee's explanation. In this meeting, the highest number of questions was asked by the mentor over the whole mentoring process of Dyad II (total 13 times: 'Confirmative Questions (QC: 1)', 'Simple Questions (QS: 4)', 'Descriptive Questions (QD: 7)' and 'Open Questions (QO: 1)'). As it is illustrated in the following excerpt, this directed the discourse to become a more reciprocal a dialogue on the prepared objects. Therefore, the first half of discourse of 'Object7 (O7): Special Interests' for forty minutes took place 'between (+)' the mentor and mentee, yet it remained 'within' the prepared topics (XY-coordinates= (+4, -4)).

Excerpt 14] The fourth meeting of Dyad II on 26th February, 2013 (00:19:34-00:23:01)

The pair met in a Vietnamese restaurant in Helsinki. The mentor began the session by asking about the history of Vietnam to which the mentee answered with a story what she had been told by her mother.

***Mentor 2:** So, she was seventeen when the war was, so she can remember a lot.*

Where did she live then, in south? (19:41")

***Mentee 2:** She was born, actually both my parents were born in the middle of Vietnam and...*

[...] That's also one of the reasons why they moved to the south.

***Mentor 2:** That's very understandable. In the language, by the way, are there no similarities between Vietnamese and Korean? (21:12")*

***Mentee 2:** We used to use Chinese, but we changed to Vietnamese in Chinese characters in French colony period.*

***Mentor 2:** Okay, so it looks like Chinese, even though it's different language. That's logical that they wanted to change it. Good, we are both learning about Vietnam.*

***Mentee 2:** Yes, but next time if you ask me again, I may not remember.*

***Mentor 2:** Then, call me I remember 58 years until 1945. Okay, then the food, what is the typical daily menu, let's say on Saturday at home? What do you eat in the morning and for lunch and for dinner? (22:50")*

***Mentee 2:** In the morning, we have a kind of noodle soup, and that's the one I am eating usually. Most of food for breakfast is [...]*

For the rest of meeting, the mentee of Dyad II asked questions (for a total of 3 times: 'Simple Question (QS: 1)' and 'Descriptive Question (QD: 2)') about Finland on the given topics. It led their conversation 'beyond' the prepared objects as they compared Finland and Vietnam in terms of its society, gender equality and family, as referred to later in the following excerpt. Therefore, another forty minute discourse on 'Object7 (O7): Special Interests' took place 'between (+)' the mentor and mentee as well as 'beyond (+)' the prepared topics (XY-coordinates= (+4, +4)). In total, the value of x is '+8 (=+4+4)' and the value of y is '0 (= -4+4)'. Therefore, XY-coordinates of 'Object7 (O7): Special Interests' of Dyad II is (+8, 0).

Excerpt 15] The forth meeting of Dyad II on 26th February, 2013 (00:42:41-00:45:53)

The pair continued to talk about Vietnamese food, cultural habits and different ways of greetings in comparison with Finnish and other European countries.

Mentee 2: *I think that's the reason why Vietnamese got shocked when they saw Western people greet each other. Because they thought that they are really kissing each other.*

Mentor 2: *No, it's just a... it shouldn't even be called as a kiss but touch on the cheek. What else is strange or different among our (Finnish) habits or our culture that you would not do it in Vietnam? And, please be honest. Or is that (being honest) also, by the way, something (you think strange)? Because, I heard about Japanese culture that you can't really say the way things are. (43:28")*

Mentee 2: *Yeah, if I am an Asian and if I'm talking to an Asian, I can't be honest even though they say I should be honest. [...]*

Mentor 2: *So, have you learnt to speak more directly here? (45:20")*

Mentee 2: *Yes, the reason why I couldn't say directly before is because the other people can get hurt and become defensive. But, here in Finland, although they are still very nice but, they more appreciate when I say directly and straightforwardly. That's what I noticed and it's better to say in that way [...]*

(00:53:02-00:55:46) After that, the mentor brought up another topic by means of asking a question.

Mentor 2: *And what else would be different between your culture and ours? What would be kind of big difference? (53:12")*

Mentee 2: *Um, I think the distance between man and woman, and even in most of Asian countries. [...] At least in Vietnam, before the French time, women couldn't go to school, not at all. But then, when the French came and... (55:03")*

Mentor 2: *Then, what would be the biggest unequal thing in Vietnam between men and women? What would you say it's the biggest difference if you were born in Vietnam as a girl or as a boy? (55:38")*

Mentee 2: *First of all, when you were born, many families prefer a boy than a girl.*

In the case of Dyad III, the discourse of 'Object7 (O7): Special Interests' appeared randomly over the whole mentorship process. There are two main 'Object7 (O7): Special Interests' in Dyad III. One concerns the motivation of the mentee that brought up in their

first meeting, and then, was intertwined with ‘Object4 (O4): Job Searching’ for thirty minutes of the first meeting. The other was also raised by the mentee and related to emerging concerns on the job, and then, was interwoven with ‘Object3 (O3): Career Planning’ for more than an hour of their third meeting as well as for twenty minutes of fourth meeting. In their fourth meeting, the intertwining between ‘Object7 (O7): Special Interests’ and ‘Object3 (O3): Career Planning’ triggered another intertwining between ‘Object3 (O3): Career Planning’ and ‘Object5 (O5): Finnish Worklife’ and between ‘Object3 (O3): Career Planning’ and ‘Object6 (O6): Trends in Worklife (global era)’ and lasted one hour.

Excerpt 16] The fourth meeting of Dyad III on 4th March, 2013 (00:00:00-00:01:42)

The meeting took place in a restaurant during lunch time, and was recorded by the mentee.

***Mentee 3:** Okay, I think now it's recording.*

***Mentor 3:** Okay, what's up? (00:33")*

***Mentee 3:** It's terrible, oh, it's not terrible it's okay. The thing is going like this.*

The manager said to establish a developing forum just for me. So in the company, we could discuss about all our issues and everything I found through the research, and about the group dynamics that I analyzed and suggested what I want to improve (in the company). Then, I realized that people, they didn't lie to me but it's not wholly true. (01:37")

***Mentor 3:** (She interjected into the mentee's talk.) Are they holding something back?*

***Mentee 3:** Well, they said that the manager wanted to do something [...]*

(00:12:13-00:14:16) They kept talking about the dilemmas that he encountered at his new workplace.

***Mentee 3:** I also asked him to give criteria when he gives a task, because it's very unclear what he wants to do. So, (I asked him to) tell how it would be evaluated, what would be necessary in this...*

***Mentor 3:** (She interjected into the mentee's talk.) Hey, create the template of work order. Every time when he's coming out and saying to do this and this, then you should ask him to give me a work order. And in the work order, there is a task, and what is desirable outcome from this task, and the equipment that you need for this*

task. Exact things (that you would need) and the deadline (should be included in a work order). (13:13”)

Mentee 3: *That’s a very good point.*

Mentor 3: *Yeah, then you will have a structure. And he will also learn to give a work order to somebody.*

Mentee 3: *Then, how can I make him with this? Because, it’s not his own opinion. (13:29”)*

Mentor 3: *Well, then you can give him a choice. (You can ask him) What do you prefer: is it plan A or plan B.*

The total number and the ratio of mentor and mentee questions is set out in Table 5.1 of Chapter V. It is observed that both mentor and mentee of Dyad III asked approximately fourteen questions in each successive meeting (total 84 times, avg. of mentor: 13.7, avg. of mentee 14.3, ratio: 1.05). At the fourth meeting of Dyad III, the mentor asked eleven questions while the mentee asked sixteen questions over one hour and sixteen minutes. The mentee of Dyad III raised his concerns related to his company business, his relationship with his managers and his role and future position the organization. In giving her advice on the concerns of the mentee, the mentor used nine ‘Descriptive Questions (QD)’ and two ‘Simple Questions (QS)’. The mentee also asked eight ‘Descriptive Questions (QD)’, five ‘Simple Questions (QS)’, and three ‘Confirmative Questions (QC)’ for the purpose of specifying his concerns and seeking more specific advice from the mentor. Most topics and objects of the fourth meeting of Dyad III went ‘beyond’ the prepared objects and ‘between’ the mentor and mentee. In the last meeting, the mentor even suggested a meeting with the manager of the mentee in the near future. On the initiative of the mentor, one meeting between the mentor and the manager of mentee took place in two weeks later. This approach taken by Dyad III was exceptional and was an experimental crossing over an established parameter set during the mentorship process. For that reason, the majority of discourse (seventy minutes) characterized as ‘Object7 (O7): Special Interests’ in Dyad III took place ‘between (+)’ the mentor and mentee as well as ‘beyond’ the prepared objects (XY-coordinates= (+7, +7)). In total, the value of x is ‘+7 (=0+7)’ and the value of y is ‘+7 (=0+7)’. Therefore, XY-coordinates of ‘Object7 (O7): Special Interests’ of Dyad III is (+7, +7).

Excerpt 17] The fourth meeting of Dyad III on 4th March, 2013 (00:53:02-00:56:41)

In the last part of the meeting, the mentee brought up another issue related his contract.

Mentee 3: *And I still feel very nervous talking to him and being with him. I don't know whether I can contribute to the company, and in the end, after I'd be hired, I mean I already got the offer from him. It's xxx euros, is it (his salary) okay in Finland? (53:24)*

Mentor 3: *Um, yeah*

Mentee 3: *I am sure that I will receive it within a month. But, I am afraid (what if) I'm going to lose this opportunity because I can't contribute. Basically, I don't know what to do and I don't know how to prove myself in this company. [...] So that's my main issue. (53:51")*

Mentor 3: *Have they sent you the contract? Or did they just say it to you?*

Mentee 3: *I will definitely have it for a month, for sure. But, the other employees also said that. [...]*

Mentor 3: *[...] So, in Finland, you should try to be open and sharing with others, so that they can trust in you. (55:48")*

Mentee 3: *Yes, the manager believes me and I share everything with him. But, the other manager [...] That's another option in my mind, but I am already not sleeping well because I've been much stressed. And I don't know how to get rid of this stress. (56:21")*

Mentor 3: *Well, because you think about it too much and think about your responsibility seriously.*

Mentee 3: *Then, what I have to do if I don't take my responsibility seriously? (56:34")*

Mentor 3: *Well, it is different whether you take it (wisely) seriously and take it stupidly seriously.*

In brief, each respective position of the three dyads in the four-field of object formation can be illustrated as three big circles as seen in Figure 6.4. It should be noted however that, some of the meetings are situated out of the circle on account of the wide distribution of each meeting (refer: Figure 6.3).

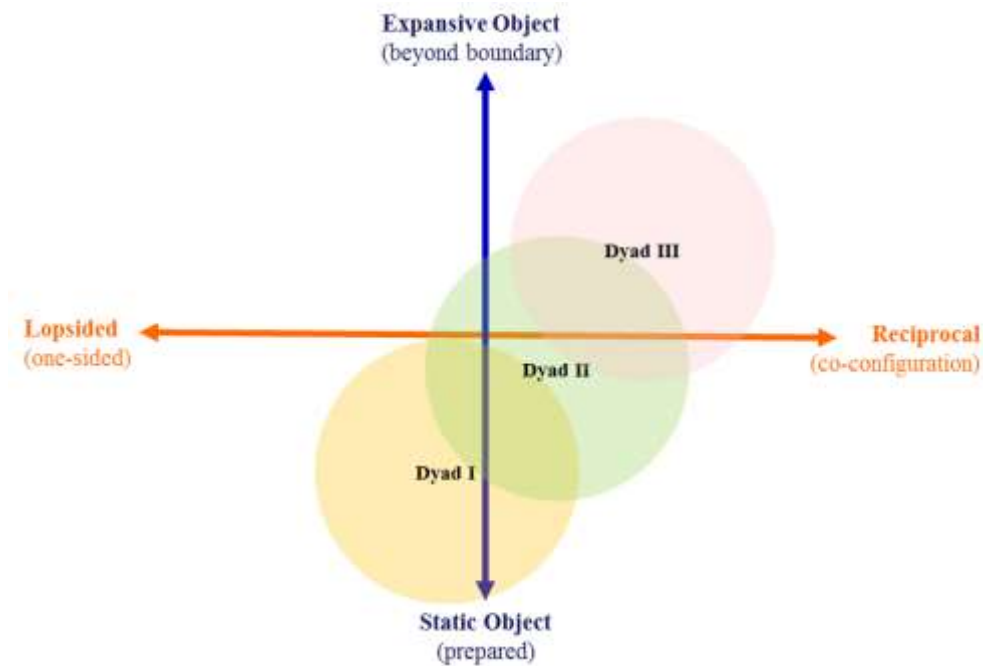


Figure 6.4. Position of Objects in the Three Dyads' Mentorship Meetings (sorted by types of objects)

VI-3. Potential of Object Formation in the Mentorship Process

Mentorship Process towards Mutually Beneficial Relationship

The prevailing understanding of mentorship is that it entails the transmission of knowledge, social capital, and psychosocial support from a more experienced and influential senior to a less experienced junior. It has indeed been defined in a similar way in numerous studies on mentoring. As the aforesaid definitions of mentoring in Chapter IV, Ragins, Cotton and Miller (2000) assert that *'a mentor is generally defined as a higher-ranking, influential individual who has advanced experience and knowledge'*. The notion has been repeatedly highlighted in other studies: Eby and Allen (2002) affirm that *'mentoring is an intensive long-term relationship between a senior, more experienced individual and a more junior, less experienced individual'*, whereas Bozeman and Feeney (2007) claim that *'mentorship is a process for the informal transmission of knowledge, social capital, and psychosocial support... between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)'*.

Scandura and Schriesheim (1994), however, stress that mentoring should be ‘*a transformative activity involving a mutual commitment by mentor and protégé*’ with the aim of ‘*accomplishing by the sharing of values, knowledge, experience, and so forth*’. The case of the TRIEC mentorship (in Chapter II) also illustrates the possibility of mentorship as a ‘*learning partnership between mentor and mentee in multi-cultural context*’. Consequently, it would be worthy of examining the potential for a transformative activity and mutually beneficial outcomes for both mentor and mentee in the HERA mentorship program. For that reason, all object formations are sorted by seven types of objects on the basis of the criteria in Chapter IV-5. Subsequently to this, the total number of each object formation in the trajectory of the three dyads are counted and tabulated in Table 6.5.

Typology of Object in Mentorship Process

On the basis of the trajectory of object formation in Chapter VI, four types of object formation are defined: For instance, if object formation takes place ‘within’ a one-sided monologue and ‘within’ prepared objects, it is categorized as ‘within/within’ object formation. In the same way, if an object is formed by means of a dialogue ‘between’ mentor and mentee, but barely ‘within’ prepared objects, it is sorted as ‘between/within’ object formation. If a one-sided monologue leads the object to go ‘beyond’ prepared objects, it is classified as ‘within/between’ object formation. If the object is formed through a dialogue ‘between’ mentor and mentee, and furthermore, if it goes ‘beyond’ prepared objects, it is grouped as ‘between/within’ object formation. In Table 6.5, the vertical line shows seven types of objects in the three dyads, whereas the horizontal line indicates four typologies of object formation.

As mentioned earlier in Chapter V, six respective meetings of Dyad I, 3 meetings of Dyad II, and 3 meetings of Dyad III were collected as video/audio files. Due to the difference in the total number of meetings in each dyad, it would be fairer to compare the average of each typology of object formation (the number in brackets after each total number). Therefore, the total number of each typology of object formation (the first number of each column before brackets) is divided by the total number of successive meetings in each dyad

as referred to later in Table 6.5. In the right column, average of each typology of object formation is summed up for the purpose of comparison in the three dyads.

Table 6.5. Typology of Object Formation in the Mentorship Process of Three Selected Dyads

Dyad	Object	Object Formation <i>Total (average)</i>				
		Within /Within (one-sided / prepared)	Between/ Within (reciprocal/ prepared)	Within/ Beyond (one-sided/ boundaries)	Between/ Beyond (reciprocal/ boundaries)	Total
Dyad I (6 mtg.)	O1	5 (0.83)	5 (0.83)		2 (0.33)	2.00
	O2	3 (0.50)	5 (0.83)		1 (0.17)	1.50
	O3	1 (0.17)	1 (0.17)	1 (0.17)		0.50
	O4	11 (1.83)	7 (1.17)		3 (0.50)	3.50
	O5	4 (0.67)	1 (0.17)		3 (0.50)	1.33
	O6					0.00
	O7	4 (0.67)	2 (0.33)		2 (0.33)	1.33
	Total	28 (4.67)	21 (3.50)	1 (0.17)	11 (1.83)	
Dyad II (3 mtg.)	O1				4 (1.33)	1.33
	O2	2 (0.67)	1 (0.33)		2 (0.67)	1.67
	O3	1 (0.33)			1 (0.33)	0.67
	O4		1 (0.33)			0.33
	O5	5 (1.67)	2 (0.67)	2 (0.67)	1 (0.33)	3.33
	O6					0.00
	O7		4 (1.33)		4 (1.33)	2.67
	Total	8 (2.67)	8 (2.67)	2 (0.67)	12 (4.00)	
Dyad III (3 mtg.)	O1		1 (0.33)			0.33
	O2	1 (0.33)	3 (1.00)		1 (0.33)	1.67
	O3		1 (0.33)		8 (2.67)	3.00
	O4				1 (0.33)	0.33
	O5		1 (0.33)		1 (0.33)	0.67
	O6				1 (0.33)	0.33
	O7				7 (2.33)	2.33
	Total	1 (0.33)	6 (2.00)	0.00	19 (6.33)	

In this study, key features from above table are the most frequent object and the most frequent typology of object formation in the mentorship process. It can be elucidated in detail as follows:

- 1) Dyad I:** Dyad I dealt with 'Object4 (O4): Job Searching (avg. 3.50)' the most, followed by 'Object1 (O1): Topic Formation (avg. 2.00)', 'Object2 (O2): Getting to Know Each Other (avg. 1.50)', 'Object7 (O7): Special Interests (1.33)', 'Object5 (O5): Finnish Worklife (1.33)', and 'Object3 (O3): Career Planning (0.50)'. The most

frequent typology of Object Formation in Dyad I is 'within/within (avg. 4.67)', followed by 'between/within (avg. 3.50)', 'between/beyond (avg. 1.83)' and 'within/beyond (avg. 0.17)'.

- 2) **Dyad II:** *Dyad II dealt with 'Object5 (O5): Finnish Worklife (3.33)' the most, followed by 'Object7 (O7): Special Interests (2.67)', 'Object2 (O2): Getting to Know Each Other (avg. 1.67)', 'Object1 (O1): Topic Formation (avg. 1.33)', 'Object3 (O3): Career Planning (0.67)' and 'Object4 (O4): Job Searching (avg. 0.33)'. The most frequent typology of Object Formation in Dyad II is 'between/beyond (avg. 4.00)', followed by 'between/within (avg. 2.67)', 'within/within (avg. 2.67)' and 'within/beyond (avg. 0.67)'.*
- 3) **Dyad III:** *Dyad III dealt with 'Object3 (O3): Career Planning (3.00)' the most, followed by 'Object7 (O7): Special Interests (2.33)', 'Object2 (O2): Getting to Know Each Other (avg. 1.67)', and 'Object5 (O5): Finnish Worklife (0.67)'. However, they rarely dealt with 'Object1 (O1): Topic Formation (avg. 0.33)', 'Object4 (O4): Job Searching (avg. 0.33)', and 'Object6 (O6): Trends in Worklife (avg. 0.33)'. The most frequent typology of Object Formation in Dyad III is 'between/beyond (avg. 6.33)', followed by 'between/within (avg. 2.00)', and 'within/within (0.33)'. There was none of 'within/beyond' in Dyad III.*

One of the distinctive facets of the three dyads is the difference and prominence of objects that each mentor-mentee pair grappled with and as opposed to other objects. Dyad I spent significantly more time on 'Object4 (O4): Job searching' than the other two dyads (Dyad I: 3.5, Dyad II: 0.33, and Dyad III: 0.33 in avg. of O4). The mentee of Dyad I was in her last semester of a Master's course had not found a permanent job in Finland. This could be one of the reasons why Dyad I dealt with 'Object4 (O4): Job searching' the most, and comparatively more than the other dyads. Unlike the mentee of Dyad I, both mentees of Dyad II and Dyad III, however, had successfully made the transition from student to work life a few weeks before or after their first mentoring meeting. In the case of Dyad II, 'Object5 (O5): Finnish Worklife' is the most dominant object (Dyad I: 1.33, Dyad II: 3.33, and Dyad III: 0.67 in avg. of O5). The mentee of Dyad II had begun her career as a new and junior worker, which is why the mentor had explained that he wanted to invite the mentee to business meetings and events with the aim of providing the mentee with more opportunities to learn about 'Object5 (O5): Finnish Worklife'. The foremost object in Dyad III is 'Object3 (O3): Career Planning'. Even though both mentees of Dyad II and Dyad III began their careers in Finland at a similar time, the mentee of Dyad III has previous working experience in his home country, as was explained during the first mentoring meeting. This would be one of the reasons why Dyad III spent noticeably much more time on coping with 'Object3 (O3): Career Planning', unlike two other dyads (Dyad I: 0.55,

Dyad II: 0.67, and Dyad III: 3.00 in avg. of O3). It can be interpreted that all three mentorship processes in the selected dyads are highly tailored to meet the needs of each dyad at the time of mentoring.

The second most dominant object in Dyad I is 'Object1 (O1): Topic Formation', while the same object belongs to the lower ranks in both Dyad II and Dyad III (Dyad I: 2.00, Dyad II: 1.33, and Dyad III: 0.33 in avg. of O1). In the beginning of the first meeting of Dyad I, the mentor proposed drawing up agenda items for that day as well as for the following meetings (Excerpt 1 in Chapter V-1). Since then, all meetings of Dyad I started with reconfirming topics of the day for ten minutes and ended with setting up of agenda of the next meeting for ten minutes. As the mentor said *'I have a plenty of ideas what we could go through'* and *'I have a ... what we did last year, we had similar kind of studying session'* in the first excerpt (p42-43), it can be interpreted that the mentor has a systematic approach to conducting mentoring meetings stemming from his previous working experience, as a professional coach. Both Dyad II and Dyad III, on the other hand, dealt with 'Object7 (O7): Special Interests' the second most, and approximately twice more than Dyad I (Dyad I: 1.33, Dyad II: 2.67, and Dyad III: 2.33). As mentioned earlier in Chapter VI-2, the topic of 'Object7 (O7): Special Interests' differs from one dyad to another. In Dyad II, 'Object7 (O7): Special Interests' is the culture of the mentee, whereas there are two of 'Object7 (O7): Special Interests' in Dyad III: the motivation and on-the-job concerns of the mentee.

Typology of Object Formation in the Mentorship Process

On the basis of the abovementioned results, the first and second prominent objects in each dyad are compared and examined with regard to the seven typologies of object formation. In both Dyad I and Dyad II, the foremost object took place 'within' a one-sided monologue and 'within' prepared objects (in 'within/within' of O4 of Dyad I: 1.83 and of O5 of Dyad II: 1.67). It can thus be determined that the prevailing definition of mentorship was demonstrated in the mentorship process of the selected dyads. The mentorship process seems to develop into a one-sided transmission of knowledge, when it comes to either 'Object4 (O4): Job Searching' or 'Object5 (O5): Finnish Worklife' which are areas in

which the mentor possess vastly superior knowledge and social capital than the mentee. The second foremost object of Dyad I is 'Object1 (O1): Topic Formation', which primarily occurred 'within/within (0.83)' or 'between' mentor and mentee, yet still 'within' prepared objects (0.83). This means that the topic was generated either by one-side or by both, although the discourse stagnates 'within' the parameter of prepared objects and seldom goes 'beyond' this boundary. As mentioned earlier, the approach to Topic Formation in Dyad I was systematically designed by the mentor based on his expertise in coaching. In this case, it can be assumed that the mentee might have interfered less in Topic Formation due to comparatively inferior expertise. 'Object1 (O1): Topic Formation', however, presents a key opportunity for the mentee to explicitly express what she wants to learn and fulfil through the mentorship process. For that reason, one-sided Topic Formation might predispose the interlocutor to having a passive attitude, and hinder productivity in the rest of the mentoring meetings.

In the case of Dyad II, however, their second mostly discussed object ('Object7 (O7): Special Interests') appeared largely 'between' mentor and mentee, and was either 'within' prepared objects (1.33) or 'beyond' prepared objects (1.33). This means that both mentor and mentee participated equally in the conversation on the topic and sometimes went beyond the prepared objects. The dynamics of discourse in the mentorship process has the potential to move towards mutual benefit by means of a reciprocal commitment of mentor and mentee. In Dyad III, on the other hand, both the first and second mostly discussed objects took place 'between' mentor and mentee as well as 'beyond' prepared objects (in 'between/beyond' of O3: 2.67 and of O7: 2.33 in Dyad III). Even though some of their conversation on 'Object3 (O3): Career Planning' remained 'within' prepared objects (0.33), the conversation eventually escalated into 'beyond' the prepared objects. When the object goes 'beyond' the prepared one, it can be deemed as a manifestation of a dynamic and evolving 'object'. As Engeström defines, the 'object' in activity system is 'never fully reached or conquered (1999b, 380)'. This corresponds with co-configuration as a process of learning and adapting by 'sensing and responding to emerging demand (Virkkunen & Newnham, 2013, 58)'. In that sense, both Dyad II and Dyad III are seen to demonstrate the potential for transformative activity moving towards a mutually beneficial relationship in the level of co-configuration by means of sensing and responding to emerging needs arising in the mentorship process.

Questions in Relation to Object Formation in the Mentorship Process

In Chapter V, all questions of the mentor and mentee in the three selected dyads are counted and analysed in order to examine the possibility of the questions as a meaningful indicator in the discourse of the mentorship process. In this section, the interrelationship between question and object formation will be clarified by means of scrutinizing six types of questions in the seven object typologies. In the same way of ‘typology of object ’formation’ as described Table 6.5 set out above, all questions are sorted by seven types of objects on the basis of the criteria in Chapter IV-5. Following this, the total number of six question types in the trajectory of the three dyads are counted and tabulated in Table 6.6 as referred to later. As mentioned previously, object typology enables us to compare the three dyads by using the same number of categories of objects. In other words, all objects of each dyad are grouped into seven typologies of objects; therefore, it is not necessary to calculate the average of each value, unlike the previous analysis done according to the successive meetings. As a result, the total sum of questions in each object remains the same as in Table 5.1 of Chapter V (Dyad I: 140, Dyad II: 38, and Dyad III: 81 in total).

Table 6.6. Questions in Relation to Object Formation in the Mentorship Process

Dyad	Types of Object	Questions														
		mentor							mentee							Tot al
		QC	QS	QD	QE	QO	QA	sub	QC	QS	QD	QE	QO	QA	sub	
Dyad I	O1	6	8	2	1	1	4	22		5					5	27
	O2	4	10	5			1	20		1					0	21
	O3	1	3	4	1			9							0	9
	O4	12	18	9	1	4	13	57		1	2				3	60
	O5	2	2	1		2		7			1				1	8
	O6							0							0	0
	O7	5	7	2				14		1					1	15
	avg	4.2 9	6.8 6	3.2 9	0.4 3	1.0 0	2.57	18.4	0.00	1.14	0.43	0.00	0.00	0.00	1.43	20.0 0
Dyad II	O1			1		3		4							0	4
	O2	1	3	1				5		2					2	7
	O3			1				1							0	1
	O4			1				1							0	1
	O5	1				1		2							0	2
	O6							0							0	0
	O7	1	5	14		1		21		1	3				4	25

	avg	0.4 3	1.1 4	2.5 7	0.0 0	0.7 1	0.00	4.86	0.00	0.43	0.43	0.00	0.00	0.00	0.86	5.71
Dyad III	O1		1					1	1	1		1			3	4
	O2		1	4				5		2					2	7
	O3	1	4	7			2	14	1	2	7			1	11	25
	O4			1				1	1	1	1			1	4	5
	O5		1					1	1	2	2				5	6
	O6			2				2	1	3	1				5	7
	O7	1	2	5	4		2	14		4	3			6	13	27
	avg	0.2 9	1.2 9	2.7 1	0.5 7	0.0 0	0.57	5.43	0.71	2.14	2.00	0.14	0.00	1.14	6.14	11.5 7

- *Typology of Objects; Object1 (O1): Topic Formation, Object2 (O2): Getting to Know Each Other, Object3 (O3): Career Planning, Object4 (O4): Job Searching, Object5 (O5): Finnish Worklife, Object6 (O6): Trends in Worklife (global era) and Object7 (O7): Special interests.*
- *Typology of Questions: Confirmative Question (QC), Specific Question (QS), Descriptive Question (QD), Explanatory Question (QE), Open Question (QO) and Self-answered Question (QA).*

In both Dyad I and Dyad III, the first and second most frequently asked questions arose while each dyad was dealing with the first and second foremost objects or vice versa. In Dyad I, the highest number of questions (60 times: 57 by mentor and 3 by mentee) occurred during the discourse of ‘Object4 (O4): Job Searching’, followed by the second highest number of questions (27 times: 22 by mentor and 5 by mentee) on ‘Object1 (O1): Topic Formation’. In Dyad III, almost the same numbers of questions appeared the most in both ‘Object3 (O3): Career Planning (25 times: 14 by mentor and 11 by mentee)’ and ‘Object7 (O7): Special Interests (27 times: 14 by mentor and 13 by mentee)’. In the case of Dyad II, fewer questions were noticed while on the topic of objects (‘Object5 (O5): Finnish Worklife (twice only by mentor)’). However the highest number of questions took place in the context of the second foremost object (‘Object7 (O7): Special Interests (25 times: 21 by mentor and 4 by mentee)’).

On one hand, it is clear that questions play a critical role when the discourse of mentoring is aligned to the most common objects in each dyad. On the other hand, it seems that it is still not possible to determine the interrelationship between question and object formation. Regardless of the high number of questions, some of discourse stagnated ‘within’ a one-sided monologue and ‘within’ prepared objects, while some of them are situated in a dynamic discourse ‘between’ mentor and mentee which enabled them to cross the boundaries of prepared objects and go ‘beyond’ it. Therefore, it can be interpreted that the

typology of object formation does not vary in direct proportion to the total number of questions in the mentoring process. In order to clarify possible causes of the differential, it would be worthy to note the types of questions and the ratio of questions posed by mentor vs. the mentee. For this reason, the first and second foremost objects in each dyad are re-tabulated in combination with the most frequent type of questions by both mentor and mentee, as well as the ratio of questions asked by mentor or mentee in each object.

Table 6.7. The First and Second Most Discussed Object Formation and Questions in the Mentorship Process

Dyad	Object		Object Formation	Questions		Ratio
				Mentor	Mentee	
Dyad I	1 st	O4	Within/Within (52%)	QS (32%)	QD (67%)	1:0.05
	2 nd	O1	Within/Within (42%) Between/Within (42%)	QS (36%)	QS (100%)	1:0.23
Dyad II	1 st	O5	Within/Within (50%)	QC (50%) QO (50%)	None	1:0.00
	2 nd	O7	Between/Within (50%) Between/Beyond (50%)	QD (67%)	QD (75%)	1:0.19
Dyad III	1 st	O3	Between/Beyond (89%)	QD (50%)	QD (64%)	1:0.79
	2 nd	O7	Between/Beyond (100%)	QD (36%)	QA (46%) *QD (13%)	1:0.93

* 'Descriptive Questions (QD)' by the mentee of Dyad III is not the most frequent type of question in the second most frequent object. However, it is included here for the purpose of comparison in the following section.

In Table 6.7, the 'object' column shows the first and second most discussed objects in each dyad. In the next column, 'object formation', the share of the highest typology of object formation is given in brackets after each title. It is followed in brackets by the most frequent type of questions and percentage share by either mentor or mentee. In the right column, the ratio of mentor to mentee in total number of questions in each object is given accordingly. For instance, the most discussed object of Dyad I is 'Object4 (O): Job Searching', and fifty-two percent of their discourse took place 'within' a one-sided

monologue as well as ‘within’ prepared objects. When Dyad I had dealt with ‘Object4 (O4)’, the most frequent type of questions by the mentor is ‘Simple Questions (QS)’, and he used this type of questions thirty-two percent of his total questions on ‘Object4 (O4)’. Meanwhile, the most frequent type of questions by the mentee of Dyad I was ‘Descriptive Questions (QD)’, which was used sixty-seven percent of her total questions on ‘Object4 (O4)’. As a result, the ratio column shows that the mentee asked only 0.05 questions while the mentor asked one question. Put differently, the mentee asked only one question to twenty asked by the mentor questions.

It is noted that the most frequently discussed object of both Dyad I and Dyad II took place mostly ‘within’ a one-sided monologue, while the portion of questions asked by mentee is very low (0.05 or none). In the second foremost object of both Dyad I and Dyad II, however, the ratio of mentor to mentee in the number of questions increased only slightly ($1:0.05 \rightarrow 1:0.23$ in Dyad I and $1:0.00 \rightarrow 1:0.19$ in Dyad II). Furthermore, almost a half of their object formation occurs ‘between’ mentor and mentee. In Dyad III, on the other hand, the ratio of mentor to mentee is consistently higher than the other two dyads ($1:0.79$ and $1:0.93$). This shows that both mentor and mentee ask an equivalent proportion of questions. In addition, nearly all of their object formation appears ‘between’ mentor and mentee as well as ‘beyond’ prepared objects. One possible interpretation why this is so is the role of questions asked by the mentee in relation to object formation. The share of questions by mentee seems to be in direct proportion to the more reciprocal object formation ‘between’ mentor and mentee in the mentorship process.

Another feasible reason for the above difference would be on account of the most frequent type of questions posed by the mentor and mentee. Interestingly, the mentee of Dyad I used a higher proportion of questions than the mentee of Dyad II (0.23 vs. 0.19), yet the object formation in this Dyad I stagnated ‘within’ prepared objects, while a half of all object formations in Dyad II appeared ‘beyond’ prepared objects. Both mentor and mentee of Dyad I asked ‘Simple Questions (QS)’ the most during the discourse of ‘Object1 (O1)’, whereas, Dyad II used ‘Descriptive Questions (QD)’ which was the most utilized by both the mentor and mentee in their discourse of ‘Object7 (O7)’. This can be more explicitly verified in the case of Dyad III. In both of the first and second most discussed objects, both the mentor and mentee of Dyad III used ‘Descriptive Questions (QD)’ the most. But, as

described in the footnote of Table 6.7, the most frequent type of questions by the mentee of Dyad III on 'Object7 (O7)' is not 'Descriptive Questions (QD: 13%)' but 'Self-answered Questions (QA: 46%)', followed by 'Simple Questions (QS: 31%)'. In spite of this exceptional case, it is still plausible that 'Descriptive Questions (QD)' can provide a platform for moving 'beyond' prepared objects.

On the basis of the above findings, a meaningful conclusion can be made that there are possible correlations between questions and object formation. The total number of questions may not be in direct proportion to the typology of object formation in the mentorship process. The ratio of mentor to mentee questioning as well as types of questions would play more critical roles in the dynamic mentorship process. As verified in the analysis set out above, the greater the share of questions asked by the mentee can be seen to lead the mentorship towards a more reciprocal partnership. Furthermore, if narrative types of questions (such as Descriptive (QD), Explanatory (QE) or Open Questions (QO)) were more used in mentorship discourse, this can open the door to a mutually beneficial relationship at the level of co-configuration. In the next section, the potential of reciprocal and mutually beneficial mentorship in the three selected dyads will be discussed.

Mutually Beneficial Partnership as a Latent Potential in Mentoring Relationships

In order to examine the potential of the mentorship process at the level of co-configuration, it is worthy to give attention to the latent possibility of mentorship in comparison with the actual mentorship process in the three selected dyads. For that purpose, a four-layer radial graph is set out in Figure 6.5. The four layers represent four typologies of object formation: the most inner circle is 'within/within' object formation, the second inner circle is 'between/within' object formation, the third inner circle is 'within/between' object formation, and the most outer circle is 'between/beyond' object formation. On the basis of Table 6.3 in Chapter VI, each typology of object formation is marked on one of the four circles in accordance with the seven types of objects. The frequency of each typology of object formation is given as a number inside of each mark. In accordance with the highest

number of each mark, the actual mentorship is set out as solid red lines. Where there are two or more typologies of object formation in occurrence, the median value is marked. Latent mentorship is shown by connecting the most outer mark in the seven objects, regardless the frequency, and is offset out as green-dotted lines in Figure 6.5. For instance, object formation on 'Object1 (O1): Topic Formation' were observed 12 times throughout the whole successive meetings in Dyad I. Among 12 times, 5 times took place 'within' the mentor's monologue and 'within' the prepared object, whereas another 5 times took place 'between' mentor and mentee as a dialogue but yet 'within' the prepared object. Therefore, the median value between the first and second inner circles is marked for 'actual mentorship' by connecting solid red lines. On the other hand, among 12 times of object formation on 'Object1 (O1)', two times took place 'between' mentor and mentee as a dialogue as well as 'beyond' prescribed object. Therefore, it is marked on the outer circle for 'latent mentorship' by connecting green-dotted lines.

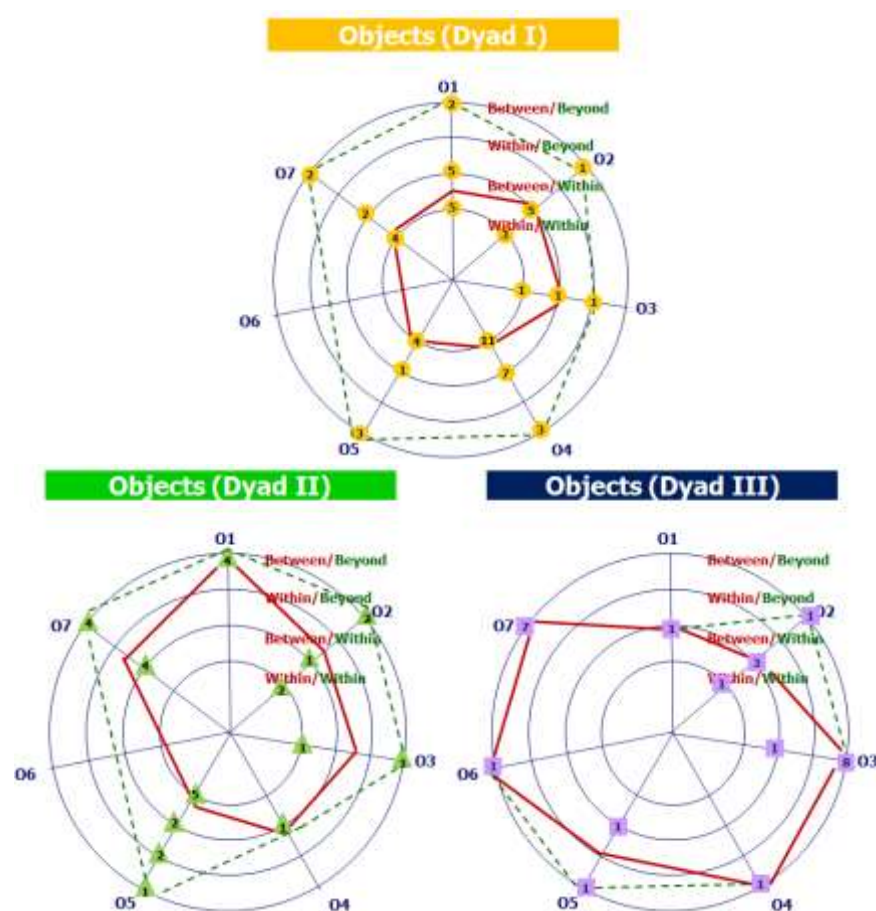


Figure 6.5. Surface Area of Actual vs. Latent Mentorship

When a mark moves from the most inner circle ‘within/within’ object formation to the second inner circle ‘between/within’ object formation, it shows that the discourse of mentorship evolves from a one-sided monologue into a dynamic dialogue between mentor and mentee. In the same way, when a mark moves from the second inner circle ‘between/within’ object formation to the third circle ‘within/beyond’ object formation, it indicates that needs have been sensed and responded to with the aim of co-construction of interdependently meaningful targets in the mentorship process. Finally, when a mark moves from the third circle ‘within/beyond’ object formation to the most outer circle ‘between/ beyond’ object formation, it demonstrates that the mentorship has been developed closer to more reciprocal partnership in the level of co-configuration. When comparing the three surface areas created by the red-solid lines, we see that the three dyads are represented in relatively different dimensions. This means that the actual mentorship of the three dyads had been conducted in different ways in terms of the dynamics of discourse and of the manner of responding to unprepared objects. When it comes to the surface area created by the green-dotted lines, however, each dyad is represented in similar dimensions. It can be interpreted that all three dyads have demonstrated the latent potential of mentorship towards a mutually beneficial partnership at the level of co-configuration, regardless the of the differences in the actual mentorship process.

VI-4. Summary: Object Formation Towards a Mutually Beneficial Relationship

In the previous part of this Chapter, the trajectory of object formation was analyzed with the aim of investigating ‘how objects would be formed and shifted in the reciprocal mentorship processes’ of the three selected dyads. First of all, all successive meetings of each dyad were tabulated by the lapse of time period. Each ten minutes was categorized by seven types of objects: Object1 (O1): Topic Formation, Object2 (O2): Getting to Know Each Other, Object3 (O3): Career Planning, Object4 (O4): Job Searching, Object5 (O5): Finnish Worklife, Object6 (O6): Trends in Worklife (global era) and Object7 (O7): Special Interests. Next, the object formation at ten minutes intervals is determined by four typologies of object formation: one is whether the discourse takes place ‘within’ a one-sided monologue or dialogue ‘between’ mentor and mentee. The other is whether the

discourse is barely 'within' prescribed objects or goes 'beyond' the prepared objects. After that, the value of XY-coordinates was calculated for the purpose of comparison among three selected dyads: If the discourse took place either 'within' a one-sided monologue or 'within' prescribed objects, it was converted to a minus figure (-), whereas if it was a reciprocal dialogue 'between' mentor and mentee or went 'beyond' prepared objects, it was converted to a positive figure (+).

Comparing the three selected dyads, the trajectory of object formation was arrayed by means of two approaches. First, the value of XY-coordinates was calculated by the lapse of time: Each successive meeting of three dyads was situated in the four-field graph of object formation (6.1) in accordance with each value of XY-coordinate. However, the total number of successive meetings differed from one another in the three selected dyads (Dyad I: 7times, Dyad II: 5 times, and Dyad III: 4 times). Therefore, all successive meetings of the three dyads were re-arrayed by seven typologies of objects in order to compare the three pairs by means of a fairer criterion with same number of categories. Each object of the three dyads was situated again in the four-field object formation (Figure 6.3) in accordance with the value of XY-coordinates. Interestingly, the position of the three dyads largely overlapped with one another in Figure 6.2 and Figure 6.3. This verifies the validity of the seven typologies of objects in the trajectory of object formation analysis. The value of XY-coordinates and position of each dyad in the four-field provide solid ground for finding meaning comparisons between the three selected dyads.

In the last part of this Chapter, the relation between questions and object formation was discussed with the aim of examining the potential of the mentorship process towards a reciprocal and mutually beneficial partnership at the level of co-configuration. Based on the previous analysis, the first and second most frequent typologies of objects, object formation and questions were compared among three selected dyads (Table 6.4). At the same time, the actual mentorship and the potential mentorship of each dyad were calculated based on an analysis of object formation. The actual mentorship of each dyad was connected by red-solid lines in Figure 6.5) in sync with the most frequent types of object formation in each object. On the other hand, the latent mentorship of the three dyads was connected by green-dotted lines with the most outer line of the seven objects in each dyad. The plotting of red-solid lines shows the actual mentorship of each dyad, whereas the

bigger extent surface areas of green-dotted lines represent the potential of the three dyads in the direction of reciprocal and mutually beneficial mentorship. The size of each surface plotted line in the actual mentorship differs from one dyad to another, but also shows similarities between the dyads. It can be interpreted that all three selected dyads show promise for reciprocity, regardless of what had transpired in the actual mentoring processes within the HERA program.

VII. ACTIVITY SYSTEM IN CROSS-CULTURAL MENTORSHIP

The most inevitable gaps between mentor and mentee are the differences in business savvy, social capital and psychosocial development. When it comes to cross-cultural mentorship, however, there appears to be an additional chasm between mentor and mentee in terms of cultural context. As discussed in Chapter I, the HERA Mentorship Program was designed and conducted with the aim of meeting the increasing demands of both international students and Finnish companies in the Helsinki region: while international graduates strive to integrate into Finnish society, internationalization has accelerated in the Finnish workplace. Although these differences might easily be considered to be hindrances, Cultural Historical Activity Theory (CHAT) provides to both mentor-mentee pair and organizers of mentorship programs opportunities for more meaningful exchanges. Namely, it would turn the differences into resources of learning and development in the mentorship process. This Chapter discusses 1) how the activity system becomes a ‘mediating factor’ with the aim of pursuing ‘object’ and 2) how the ‘object’ could expand, cross boundaries or hybridize by adapting a newly formed ‘mediating factor’ in the mentorship process.

In January 2014, three mentors of selected dyads were re-contacted, and two of them were interviewed with the aim of verifying the preliminary interpretations of the researcher through triangulation. As one of methods of surveying, a triangulation method would take the intention of the mentor into account and lead to unbiased findings. Core questionnaires for the post-interview with mentors dealt with topic selection, their mentoring approach, differences between local and international mentoring, benefits of mentoring to the mentor and turning point in their own mentorship processes.

VII-1. Newly Formed Mediating Factors in the Mentorship Process

Voluntary participation is one of the prerequisites for the HERA mentorship program; both mentor and mentee filled in the application form and a total of 28 dyads were selected and formed by the organizer of the HERA. In addition to two separate orientations for both mentors and mentees, the HERA provided three joint meetings on 10th October 2012, 29th January and 25th April 2013. After each meeting, relevant information and meeting

summaries were distributed by the HERA. This included the HERA mentoring pack, mentoring agreement form, and mentoring ecosystem. The contents of the HERA mentoring pack consisted of a brief introduction to mentoring, schedule, benefits and potential obstacles in the mentoring relationship for both the mentor and mentee roles, principles, potential discussion topics as well as expectations of mentor and mentee.

Table 7.1. Schedule of Collective Meetings in the HERA Mentorship

Meetings	Subjects	Date	Duration	Type of Data
Collective meetings	Mentee's Orientation	27 Sep., 2012	2hrs	Material (Slides)
	Mentor's Orientation	2 Oct., 2012	2hrs	Material (Slides)
	Kick-off	10 Oct., 2012	3hrs	Video/ Audio files Material (Documents, Slides)
	Mid-term	29 Jan., 2013	3hrs	Video/ Audio files + memos
	Final	25 Apr., 2013	3hrs	Video/Audio files

The collective meetings and documents provided by the HERA would have allowed all participants to share a basic understanding of mentorship and to exchange diverse viewpoints for a successful mentorship process afterwards. Yet, how a mentorship process is actually conducted remains at the discretion of each dyad. It is therefore inevitable that all dyads diverge outcomes and level of satisfaction from the mentoring relationships, regardless of the time and effort put into the mentorship processes. The perspective of the Cultural Historical Activity Theory (CHAT), however, is recommended as it facilitates the engagement of future practitioners identifying useful resources in learning and development in the mentorship process. Activity theory would provide actors with a new and refreshing viewpoint, so as to allow them to conceive of an activity as a combination of subject, tools (mediating factors), object, rules, division of labor and community. In other words, activity theory allows the actors to identify adequate resources surrounding them as newly formed mediating factors for the sake of achieving collaboratively meaningful targets. For that reason, the activity of mentoring in the HERA program is re-conceptualized from the perspective of activity theory. As Table 3.2 of Chapter III sets out, each element of the Activity System in the HERA Mentorship can be defined as follows:

Table 7.2. Definition of Activity System in the HERA Mentorship Process

		Definition	
First generation of activity theory	Subject	Mentor	Mentee
	Tools	Shaped factors by adopting available resources including rules, division of labor and community	
	Object	Meaningful targets that are shared, formed expanded or shifted during the interaction between mentor and mentee	
	Outcome	To become internationalized in a globalized era	To become more employable in the Finnish labor market
Second/Third generation of activity theory	Rules	The HERA mentoring package (guidelines, principles and potential discussion topics), written mentoring agreement	
	Division of labor	Affiliated corporation	Affiliated university or corporation
	Community	Ethnic (cultural) background: Finnish	Ethnic (cultural) backgrounds: Multi-national

As it is defined in the above table, definitions of ‘tools’ and ‘object’ in the HERA mentorship process can be seen as if they are not as explicit as other elements such as ‘subject’, ‘rules’, ‘division of labor’ or ‘community’. It implies that both ‘tools’ and ‘object’ have more flexible and agile facets than other elements. Namely, ‘object’ of activity is not fixed but is in a constant state of renewal and evolution in accordance with the circumstance (Miettinen, 1998). For the same reason, ‘tools’ are not only fixed instruments but also renewing and evolving ‘mediating factors’ that allow the mentor and mentee to identify adequate resources surrounding them. In this context, the trajectory of the three selected dyads is elucidated in the next section from the perspective of activity theory. Moreover, relevant excerpts are exemplified as promising ‘mediating factors’ towards collectively meaningful ‘objects’ as well as potentially shared and jointly constructed ‘objects’.

VII-2. Mediating Factors Beyond ‘Rules’ in the Mentorship Process

‘Rules’ in the third generation of the Activity System (Table 3.1 in Chapter III) is defined as having ‘regulated the action of subject towards an object based on the relations with other practitioners in the activity’. In the context of the HERA mentorship, ‘rules’ are written in the materials that were discussed during the collective meetings and distributed by the HERA organizer to all mentors and mentees. For instance, the HERA mentoring package includes potential discussion topics, expectations and roles of both mentor and mentee for the purpose of sharing a basic understanding of mentorship per se as well as exchanging diverse viewpoints for better mentorship processes. In terms of the achievement of ‘object’, this prescribed ‘rule’ can be adopted as a newly formed ‘mediating artifact (instrument)’. Some dyads may decide the topics of their mentorship meetings based on the list of discussion topics as given in the prescribed ‘rules’. On the other hand, some dyads may tailor their own topics according to the specific needs of the mentee and mentor.

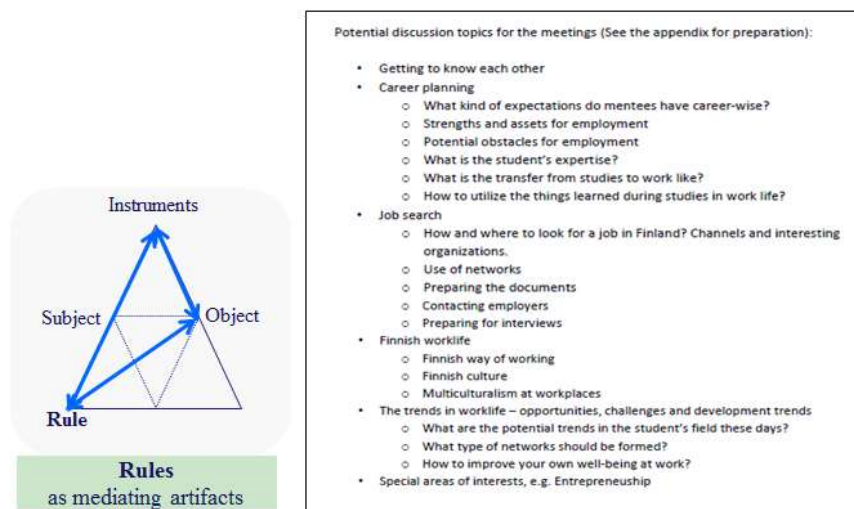


Figure 7.1. Potential Discussion Topics from the HERA Mentoring Package as a Mediating Artifact

In the second analysis of this study in Chapter VI, one preliminary hypothesis was that the potential discussion topics of the HERA mentoring package would have been considered as prescribed ‘rules’ in the three selected dyads. In fact, almost all topics of the three dyads

were observed to remain in the range of the list of potential discussion topics excluding 'Object7 (O7): Special Interests' and 'Object1 (O1): Topic Formation'. In spite of this fact, the post-interviews with the mentors disclosed that the list of discussion topics did not play as strict 'rules' but only provided a spring board from which to tailor different object formations. In other words, mentors said that while they read the list of discussion topics ahead of meeting, did not adhere to the list as a strict 'rule'. For instance, Mentor 1 mentioned in the post-interview that he even did not remember the fact that the HERA had distributed the list but tried to find what his mentee wanted to know at the time as well as utilize his previous mentorship experience and from his 'division of labor'. Likewise, Mentor 3 also emphasized that she only looked at the topic in advance of the first meeting, but let her mentee select the topics of each meeting in accordance with his needs at that time. Both Excerpt 18 and Excerpt 19 from the post-interviews with mentors illustrate:

Excerpt 18] Post-interview with Mentor 1 of Dyad I on 16th January, 2014 (00:14:04-00:15:46)

Mentor I: I even didn't remember that HERA distributed that kind of package. I might have read them. I tried to find what the mentee wants to know. So, I used this kind of technic that first we discussed then we chose, and especially from my point of view, I wanted to know what the mentee wants to know and what she wants to bring up for the discussssion. That was the first page of our discussion. One what I've highlighted is from my previous experience. Experience from previous mentoring, not HERA, and the other one is from my working experience based on that previous coaching, and I think that even the working with international colleagues, that in recruiting what I know, what I've been through when the int'l colleague moved, and something like that. So, experience from international business and international relocations. (15:46")

Excerpt 19] Post-interview with Mentor 3 of Dyad III on 27th January, 2014 (00:03:14-00:04:57)

Mentor III: I think I was looking at the topics before the first meeting. So I had a good glimpse of what other topics are provided for us and which topics we can talk about. But, when the mentee indicated there whatever he has in his mind at that moment, I think that would be the most important topic. What kind of things are in

actual right now. So, I did not put any topics that we are talking about now, if it's not relevant for the reality. So, that's why we went (in that way). But I think we already covered almost main topics in HERA package. It's better to have a little bit space in there, so that you don't force to talk about recruitment, for example, if that is not relevant for right now. So, that's why we chose topics, or the mentee was choosing the topics what's now the thing that he needs me to help or wants to know and clarify something. It's better way. But I think that it's good to have that kind of list, so that if there is nothing you can talk about, then you can chose that what kind of topics you want to talk among the list.(4:57")

In the above excerpts, both mentors highlighted how much they tried to respond attentively to the emerging needs of the mentee in the mentorship process, rather than to adhere to the prescribed topics given in the HERA mentoring packaged. As Mentor 3 commented in Excerpt 19, the topic list can provide a basis for topic formation in the mentorship process. However, Dyad III had covered all main topics of the HERA packaged despite not having strictly adhered to it. In this context, 'rules' within the activity system are deemed not to play a crucial role in the formation of newly 'mediating factors' in the HERA mentorship process. Voluntary participation can be considered as one possible reason why 'rules' did not function as an imperative standard in the mentorship process. Namely, as practitioners of the HERA mentorship were not required to achieve any normative 'outcome', the methods in which they chose to conduct the mentorship meetings was largely up to the discretionary of each dyad. In the three selected dyads, the mentorship processes varied from each other, as such, the next section elaborates the various tailored approaches used by the three selected mentors for the benefit of future mentors and organizers of mentoring programs.

VII-3. Tailored Mediating Factors in the Mentorship Process

As discussed in Chapter III, most human behavior is not simply reactive or an adaptive response to the environment but 'positive and culturally meaningful action' towards 'higher psychological functions' (Kozulin, 2001). Furthering the idea of cultural mediation, Vygotsky explains that human action is explained as the triad of subject, object and

mediating artifact. In his first generation of activity system, the subject seldom acts on object directly but the action of the subject is mediated by tools (either material or conceptual tools): the tools, then transform the object towards accomplishing outcomes. Notably, the three selected dyads in the HERA mentoring program carried out their mentorship meetings in a fundamentally different way by means of different ‘mediating factors’ employed by the three mentors. In this respect, the trajectory of the three selected dyads and how mentoring, as the action of subject, was mediated by three different ‘tools’ will be elucidated in the following section.

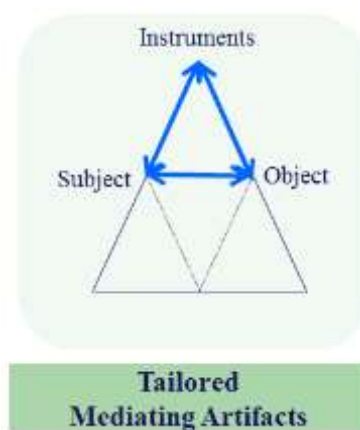


Figure 7.2. Tailored Mediating Factors Beyond ‘Rules’

In the beginning of this research, three sufficiently different mentor-mentee dyads were selected with due consideration given to diversity as to the mentees’ nationality, educational background and gender as well as mentors’ in their occupation and hierarchical position in the workplace. Although the ideal mentorship should lead towards reciprocal partnership between stakeholders (mentor and mentee), the tailored mediating factors in the three dyads were mainly provided by the mentor, as the purveyor of knowledge and experience in the mentoring partnership. For instance, tools such as post-its and white board were exploited by Mentor 1 of Dyad I from the beginning of their first meeting. As Mentor 1 said *‘We could... um... I’m used to using this (post-it). So I propose we could create some kinds of agenda.’* in the first line of Excerpt 1 (p43), he used different colors of post-its to write down the items they were covering during the meeting, and placed them on the white board to create an agenda of each successive meetings. In Excerpt 4 (p47), the mentor took a photo of the white board at the end of the third meeting for the purpose of

keeping it as his reference for the subsequent meetings. In addition, he also mobilized various visual tools such as Google maps, video-clips, and websites while they dealt with either ‘Object5 (O5): Finnish Worklife’ in the sixth meeting or ‘Object7 (O7): Special Interests (Finland in general)’ in the seventh meeting. In the post-interview, Mentor 1 precisely explained his intended purpose of exploiting these tools by starting the follows:

Excerpt 20] Post-interview with Mentor 1 of Dyad I on 16th January, 2014 (00:17:19-00:20:16)

***Mentor 1:** The main thing why is when human learn something, you need use many of your senses. So, you need to use your eyes, ears to listen from others, feel things. So, I don't know it is the right terms to put it, but my experience and understanding of cognitive science it that you need to use many different kinds of visualizing and presenting. So that it works more efficiently. And depending on people, different things work better than others, but all of things work will cause something in every one of us. And a big part of my work is coaching, and making presentations. So, there are natural for me. So, I don't think that I chose this and that for that purpose. I am just using the manuals. (18:54") [...] (19:31") And, I wanted to create a clear structure what's not typical, but impressing, motivating, energizing. Even it's not exactly expected, but if it's surprising. Because those are exactly the techniques that people can learn better and even they have more strong impacts in that way. (20:16")*

As Mentor 1 mentioned in Excerpt 20, he intended to create a clear structure and utilize visual ads with the aim of enhancing the efficiency of the mentorship meetings. In this sense, his style of mentorship can be seen as a systematic approach of exploiting visual tools as ‘mediating factors’.

These visual tools such as presentations, video-clips and websites were also mobilized in the mentorship process of Dyad II. For instance, business presentation materials and video-clips were utilized by Mentor 2 while he introduced his company (‘Object2 (O2): Getting to Know Each Other’) in the first meeting and when the mentee was invited to a project meeting with the subordinates of the mentor (‘Object5 (O5): Finnish Worklife’) in the fifth meeting. of the offer to expose the mentee to first-hand experience by inviting the mentee

to the actual business events and meetings organized by the company of mentor was a particularly innovative and unique approach employed in Dyad II. Mentor 2 described his intent in using this approach in the interim-interview in Excerpt 21.

Excerpt 21] Interim-interview with Mentor 2 of Dyad II on 25th April, 2013 (00:03:11-00:05:13)

***Mentor 2:** So, first I thought that all mentees would be kind of less experienced when it comes to Finnish culture. I thought that the mentee would have no job here yet. But, to me it was a bit of surprising that my mentee was already, really integrated Finnish society. Then, I think we try to adjust to her situation, and be a bit more professional, and talk deeper, when it comes to planning career stuff like that. That's why I arranged a meeting with a head-hunter who is very experienced recruiter, and the meeting was really good, I think. For me, to understand this fact that as a foreigner in Helsinki, Finland who does not speak the language, it's so much difficult to get the job than it is for Finn. That's what we realized from the meeting. It's more about the networking and having a lot of Linked-in friends in Finland so on. But, for her, of course, she already had that kind of network, because her sister had been here for longer period, so in that sense.*

In addition to the third meeting with a head-hunter mentioned in Excerpt 21, while the pair dealt with either 'Object3 (O3): Career Planning' or 'Object4 (O4): Finnish Worklife' in the second and the fifth meetings, the mentee was invited to actual business situations by Mentor 2 of Dyad II. In this regard, the style of mentorship in Dyad II can be viewed as an empirical approach of providing the mentee with first-hand experience.

The style of mentoring used by Mentor 3 noticeably diverged from the approach taken at the first meeting. At the first meeting, Mentor 3 of Dyad III was observed to use sarcastic and provocative approaches with the aim of trying to divert the mentee from entertaining negative thoughts by elaborating root issues. When Mentee 3 beat about the bush and hesitated to disclose his inner turmoil concerning his current situation and his future, Mentor 3 mimicked him and rebuked him. While it can be said that such measures and mind games deployed at the very beginning of the mentorship process were harsh and

unnecessary, Mentor 3 explains in Excerpt 22 of the post-interview her intention as the being the following:

Excerpt 22] Post-interview with Mentor 3 of Dyad III on 27th January, 2014 (00:08:12-00:10:31)

Mentor 3: I am very good at sarcasm because I like to challenge the people I am working with, and also with mentee. So I wanted to challenge my mentee to think with his own brain. That's why I was so straightforward. And, putting the situation, whenever you are HR, you get this, different kinds of people coming to you. If you want to please them and don't challenge them to get out of their own boxes, they won't see the whole picture. That's why I was challenging my mentee and telling him also, if he's saying something, and he also said very straightforward, there was also some kind of criticism of his boss, for example. So I wanted to break it, and said that don't let your feelings come into the place. So, that's why I was acting how the boss would be acting, and asking questions, like, what you mean by that he is not capable to learn anything. I was mirroring the possible feelings of the boss. So that how he would see it when you are talking about the person, and how he would imagine that the person would come out. Although I didn't say it loudly, but I tried to teach him to feel the motions he has in himself. How he feels about it would lead him to speak with his emotions. Because, (when you're) taking the facts, different facts is important, especially from different perspective, when you are talking about the personal issues.

As Mentor 3 mentioned in the last line of the above Excerpt, her approach at the first meeting was to challenge the faltering mentee to step out of his own box so as to lead their mentoring relationship to deal with the inner conflict of the mentee as a starting point. In utilizing such a drastic style of mentorship, Mentor 3 adopted two particular techniques: is the first being metaphors and the second being a route of consistent questioning, beginning with 'Why'. Mentor 3 further elaborated in the post-interview that her intended purpose was as follows:

Excerpt 23] Post-interview with Mentor 3 of Dyad III on 27th January, 2014 (00:29:39-00:30:27)

Mentor 3: *I know that I use it a lot (of metaphor). I think it is easier to remember something. If I just explain everything, it's uneasy to remember everything, but metaphor may solve this problem. If I say something in metaphor, you can have it as a package, and when you are facing the similar problem, you can easily remember that [...]*

(00:41:49-00:43:30)

Mentor 3: *[...] and if you still have the same answer, then it's good 'why'. We (I and my mentee) didn't meet before our first meeting, I only received his postcard. And, when we met, I thought that maybe he thinks himself in this way, but I can see him in a different way, in particular how he would see himself. I tried to encourage him and let him know that he is strong, it doesn't matter whether he has done this or not, but he can learn quickly and take risks, it's great.*

According to Mentor 3, her 'Why' questions directed their conversation towards freeing the mentee from his pessimistic and low self-esteem as well as defining and finding solutions to the core problems of the mentee. Indeed, as one of typology of questions, 'Explanatory Questions (QE)' beginning with 'Why' can play a crucial role in the mentorship discourse in terms of encouraging the interlocutor to explore the origin of concern and to figure out 'how' based on his/her own justification. Moreover, it was explained by Mentor 3 in her post-interview that she had not prepared any topic for the meetings but tried only to '*come out with the open book*' in order to '*create a common story about that situation (12:03")*'. In this respect, the style of Mentor 3 can be labelled as an experimental approach by means of mirroring and challenging the mentee to adopt a positive attitude.

Noticeably, the three selected mentors in this study exploited significantly different styles of mentoring in the course of each mentorship process. As mentioned previously, this shows how each mentorship process can diverge from one another at the discretion of the mentor and mentee. On the other hand, all three dyads were able to identify resources as meaningful 'mediating factors from the perspective of Cultural Historical Activity Theory

(CHAT). In the next section, the three different styles of mentorship will be re-interpreted through the lense of the activity system.

VII-4. Division of Labor as Mediating Factors

A general definition of ‘division of labor’ in an activity system includes ‘both the horizontal division of tasks and the vertical division of power, positions, resources and rewards (Table 3.1 of Chapter III)’. In Table 7.2 of this Chapter and in the context of the HERA mentorship, ‘division of labor’ is defined as an ‘affiliate corporation of mentor’ or an ‘affiliated university/corporation of mentee’. In the case of the three selected dyads, the differences from among three mentors were a decisive factor when it came to the selection process of this study. Although all three mentors are Finnish and representatives of well-established firms in the Helsinki Region, their genders, educational backgrounds, and positions in the affiliated corporations vary from one to the next. For instance, both Mentor 1 and Mentor 2 are males whereas Mentor 3 is female. Mentor 1 holds a Master’s Degree in Philosophy, whereas Mentor 2 did an MBA and Mentor 3 holds a Master’s degree in Psychology and Education. Mentor 1 is in a lead coach at a Finnish IT firm, whereas Mentor 2 is a CEO of a Finnish marketing firm and Mentor 3 is a Personal Development Manager of a global electronic firm (referred to Table 4.1 of Chapter IV). In spite of the diversity of the occupations and hierarchical positions of the three selected mentors, the interim/post-interviews with mentors reveal that their ‘division of labor’ was employed as ‘mediating factors’ throughout mentorship process.

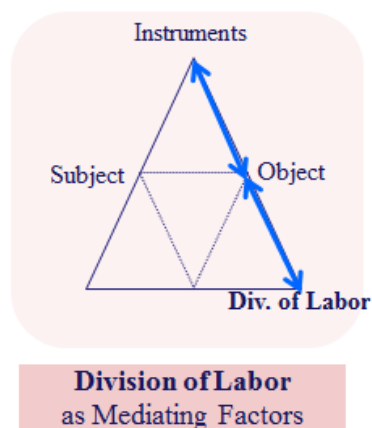


Figure 7.3. Interaction Between Division of Labor and Instrument as a Mediating Factor

In both Excerpt 18 (p105) and 20 (p107), Mentor 1 explicitly mentioned that his style of mentorship ‘*is from my working experience based on that previous coaching*’ and ‘*working with international colleagues...in recruiting*’. The answer of Mentor 3 is not unlike Mentor 1:

Excerpt 24] Post-interview with Mentor 3 of Dyad III on 27th January, 2014 (00:12:05-00:13:22)

***Mentor 3:** [...] So, I think that (my own ways of mentoring) comes from the experiences I have, and in this kind of situation I came with the mindset, I always do like that. I am not an engineer, who has a clear step, but it didn't go that way, then I am totally lost. So, (in order to) survive in this field, I changed my mind: well, it didn't go like I meant, so what the other ways are there. So, be creative to find them. Listen from the people, so how they are reacting with your ideas. If they are not, just let it go. That is what I also said to my mentee, if he wants to implement his plan, he has to listen from all his organization. You may lead them to the way that you have in your mind, but you can't say that this is how it should be. Otherwise, people they don't buy it.*

In the case of Mentor 2, the post-interview was not able to take place due to the frenetic schedule of the mentor. From normal to assume, however, that the role of CEO at a marketing firm would include delivering presentations to clients as well as attending business meetings with either his subordinates or clients. In this context, the ‘mediating factors’ of Mentor 2 can be considered to stem from his working experience as well.

As set out above, one of the most inevitable differences between the mentor and mentee, in general, is the gap in business savvy, social capital and psychosocial development. In particular, when it comes to either ‘Object4 (O4): Job Searching’ or ‘Object5 (O5): Finnish Worklife’, newly formed ‘mediating factors’ can be unconsciously mobilized by mentors based on their superiority and expertise in the fields in which they were employed. Indeed, three sufficiently different mentors in this study had fostered three significantly different mentorship processes by means of tailoring their own ‘mediating factors’. The tailored ‘mediating factors’ stem from the three mentors’ horizontal and vertical division of tasks,

power, positions, recourses and rewards. In this respect, the ‘division of labor’ of each mentor is deemed to be perceived of and formed into a ‘mediating factor’ with the aim of pursuing ‘object’ in the mentorship processes.

Even though a mutually beneficial partnership would be ideal and desirable in the mentoring relationship, the underlying assumption is that the mentee should not be a donor but a recipient in the mentorship. This was expressed in the post-interview with Mentor 1 who shared the view that *‘I don't know whether it really fits the targets of this kind of program. I think the more important thing is what the mentee would learn than what I learn (from the mentee. 36:12)’*. However, in spite of the comparative inferiority in business savvy and social capital, the mentee’s ‘division of labor’ can be adapted into a ‘mediating factor’ in the mentorship process. According to Mentor 3, the benefit to the mentor in participating in the HERA mentoring program can be found in the opportunity to learn from a younger generation and an international perspective.

Excerpt 25] Post-interview with Mentor 3 of Dyad III on 27th January, 2014 (00:21:57-00:243:22)

***Mentor 3:** The best things, if I can somehow select among the things, one of the most important things for me is to work with young international person who is keen about the same field that I am, in HR. We have a common interest in HR. I had a very good opportunity to look how my mentee thinks. What are the thoughts of the young people, and my age is almost like his mum's age. But, it's good to hear from those who are now stepping in the HR field. What are they thinking, how the working life has been changed since I started in 1980s, and how different it is now, how important it is to understand the things... The law is also important, but the methods. How the methods have been changed and how they are different. [...] That was nice because it was very (eye-) opener (for me) [...] (24:22")*

Therefore, once both the ‘division of labor’ of both stakeholders (mentor and mentee) are discerned as a resource leading to newly formed ‘mediating factors’, the mentorship process can be reinforced as being more mutually beneficial for both mentor and mentee. This is especially true when it comes to a cross-cultural mentoring relationship, where the gap in cultural context could provide the practitioners with more opportunities for forming

a reciprocal partnership. In such cases, both mentor and mentee could be seen as donors and recipients. The next section will elucidate how differences of ‘community’ between mentor and mentee can be understood and adapted as a ‘mediating factor’ in the mentorship process.

VII-5. Community as Mediating Factors

In the third generation of an activity system, ‘community’ is defined as ‘shared interests in and involved with common objects’. Therefore, in many studies of the activity system, ‘community’ is described as a group or an organization to which the practitioners belong. In this study, however, ‘division of labor’ already covers the scope of a group or organization that mentors or mentees are affiliated to. In this context, it would be worthy of extending the range of ‘community’ to a broader definition as shared ethnic and cultural background. Applied to the HERA mentorship program, the ‘community’ of the three selected mentors is Finnish, whereas ‘communities’ of the three selected mentees are varied from European (Mentee 1), Asian (Mentee 2) to Middle-eastern (Mentee 3).



Figure 7.4. Interaction Between Community and Instrument as a Mediating Factor

Unlike ‘division of labor’, the practitioners are largely unaware of the use of ‘community’ as a resource. One possible reason for this lack of awareness can be found in the post-interview with Mentor 1 who shared that: *‘most of Finns, they really underestimate the differences’,* and he continued to explain the reason by saying that *‘Finns we are only five millions people, 65% of Finns have the same religion, all they have more or less the same*

education, they look like same, and they speak the same language. We really don't have much difference within our culture. More or less it's the same in Finland (29:45")'. Indeed, ethnic and cultural contexts are most often implicit within the same 'community'. As a consequence, these differences would be easily disregarded in the mentorship process. Speaking to the lack of cross-cultural awareness in Finland, Mentor I explains that if the practitioners '*don't know much about the other cultures, international business and working with foreigners*', they could not '*take this (cultural differences) into account*'. He added that '*They tend to think that Finland is an international country, but somehow Finns think that we are more global than we are. And, they tend to think that we are more similar to others (other countries) than we are (28:58")*'. This is not only characteristic of Finland, but there are many other cases where 'community' cannot be understood and adapted as a 'mediating factor' in the absence of conscious attempts to achieve cross-cultural awareness.

In the three selected dyads of this study, the 'community' of the mentor or mentee became a main theme of one separate meeting as was seen in the seventh meeting of Dyad I and in the fourth meeting of Dyad II. When these pairs handled 'Object7 (O7): Special Interests', the 'community' of the mentor (Finnish context) was chosen as an 'object' in Dyad I, whereas the 'community' of mentee (Vietnamese context) was selected as an 'object' in Dyad II. In both cases, 'community' can be seen to constitute a newly formed 'object', although it is hard to say that 'community' is mediated as a newly formed 'artifact'. Meanwhile, when it comes to 'Object5 (O5): Finnish Worklife', the 'community' of the mentor was more explicitly employed by Mentor 1 and Mentor 2. For instance, Mentor 1 elaborated on work in Finnish IT firms and the recruitment process in Finland during the second meeting, whereas Mentor 2 introduced his company in the context of Finnish business in the first meeting.

On the other hand, the 'community' of the mentor was exploited as newly formed 'mediating factors' while they had dealt with either 'Object3 (O3): Career Planning' or 'Object4 (O4): Job Searching'. For instance, Mentor 1 of Dyad I answered the mentee's questions in the Finnish context by saying that '*(when you prepare your CV) honest is best, typically in Finland, straightforward. In your CV, you should not mention what you don't know very well (55:56")*' in the second meeting' or '*I know that Finnish working places,*

they are not really easy to integrate. [...] but it is some of our challenges, even for ourselves (59:01" in the third meeting)'. In the case of Dyad II, Mentor 2 invited the mentee to a meeting with a recruitment specialist, and Mentee 2 said that 'they (Mentor 2 and a recruitment specialist) also talked about the difference of Finland, in terms of internationalization. [...] also, some pros and cons of internationalization and the reasons why sometimes Finns reluctant to hire more international staff (07:04" in in the post-interview with Mentor 2 after their third meeting)'. Similar to the other mentors, Mentor 3 of Dyad III exploited the Finnish context by saying 'at least in Finland' or by comparing the situation with a Swedish or a global perspective. All selected mentors therefore attempted to construct a picture of what is really going on in the Finnish working place in order to inform the mentees as to the reality of Finnish work life. In this respect, when the practitioner conceives of 'community' as an adequate resource, it can be transformed into a newly formed 'mediating factor' while handling other 'objects'. Specifically, 'community' can be used to develop cross-cultural awareness. It also can be expected that the more mentees become acquainted with Finnish work life and the Finnish cultural context, the more they are reassured and less likely to bear the stigma and challenges of 'ulkomaalainen (means foreigner in Finnish)'.

VII-6. Summary: Adequate Resources as Diversity of Mediating Factors

In the previous part of this Chapter, the HERA mentorship program in the three selected dyads were revisited and re-conceptualized through the lens of Cultural Historical Activity Theory (CHAT). As mentioned previously, one merit of activity theory is that it provides practitioners with a fresh perspective to conceive an activity as a combination of subject, tools (mediating factors), object, rules, division of labor and community. To elaborate, activity theory allows the practitioner to harness adequate resources surrounding them as newly formed 'mediating factors in order to collaboratively achieve meaningful targets ('object').

The inevitable gap in terms of business savvy, social capital as well as cultural differences can be seen in a new light when considering the many resources surrounding the mentor and mentee. Although, 'rules' was not fully acknowledged by the practitioner, it is clear

that they were the underlying assumption of object formation by means of post/interim interviews with mentors. The ‘division of labor’ of the mentor was more explicitly conceived and transformed into newly formed ‘mediating factors’ towards accomplishing ‘objects’ in the course of mentorship of the three dyads. In each of the three dyads, the ‘division of labor’ provided a meaningful platform for more tailored mentoring partnership. Occasionally, the ‘community’ of the mentor was implicitly identified and exploited as a ‘mediating factor’ when it came to ‘Object3 (O3): Career Planning’ or ‘Object4 (O4): Job Searching’. Unlike the ‘division of labor’, however, ‘community’ was not explicitly decided upon by either mentor or mentee in the three selected dyads. Since ‘community’ is defined in this study as one’s own ethnic/cultural context, it is already imbued with meaning by both the mentor and mentee prior to mentorship. In this respect, the third research question was formed in Chapter IV: ‘Is the cross-cultural context identified and employed when the dyad shapes the objects in the mentorship process?’. However, it is considered by this researcher that ‘community’ may not play a crucial role in producing newly formed ‘mediating factors’ an absent awareness and conscious attempts at cross-cultural mentorship process This is illustrated in the following combined diagram:

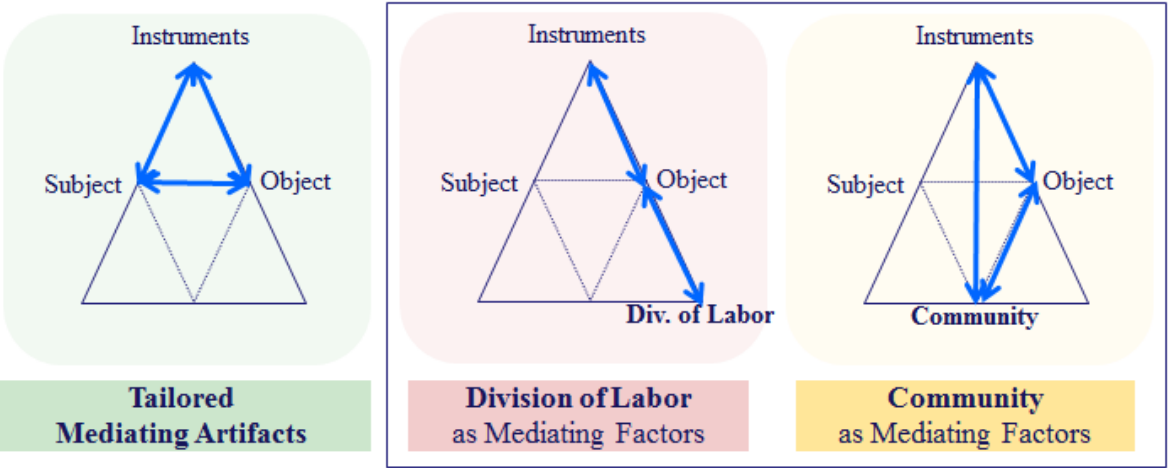


Figure 7.5. Object Formation by Means of New Mediating Factors in an Activity System

As set out in the beginning of this Chapter, Cultural Historical Activity Theory (CHAT) was employed in this study with the aim of shedding new light on cross-cultural mentorship in terms of how it contributes to an awareness of resources surrounding the practitioner. CHAT may lead the practitioner to recognize the diversity of available

resources and to construct more tailored ‘mediating factors’ by means of intertwining with ‘division of labor’ or ‘community’. Since the ‘division of labor’ and ‘community’ of the mentee were not scrutinized in this study, it is not appropriate to discuss how the tailored ‘mediating factors’ would contribute to formulating more advanced level objects such as expansive objects, boundary-crossing objects or hybrid objects. Yet the above excerpts in this Chapter illustrate how activity theory could lead the practitioner to exploit adequate resources surrounding them, such as ‘division of labor’ and ‘community’ as newly formed ‘mediating factors’ for the sake of collaboratively achieving a meaningful ‘object’.

VIII. CONCLUSIONS AND DISCUSSION

VIII-1. Main Findings

In this Chapter, meaningful findings based on empirical data analyses from Chapter V to Chapter VII will be re-conceptualized and re-interpreted in line with the three research questions:

- 1) How are different types of questions used in the direction of dynamic discourse in different mentoring processes?
- 2) How are objects formed and shifted in the reciprocal mentorship process?
- 3) Is the cross-cultural context identified and employed when the dyad shapes the objects in the mentorship process?

Questions on Reciprocal Discourse in the Mentorship Process

In Chapter V, the function of the questions as a meaningful indicator was examined with the aim of answering the first research question ‘How are different types of questions used to further dynamic and reciprocal discourse in different mentoring processes’. To start with, quantitative analysis was conducted by counting the total number of questions posed by both mentor and mentee in three selected dyads. Next, the proportion of the total number of questions asked by the mentor to mentee was calculated. Afterwards, a qualitative approach was used by means of identifying the types of questions most frequently used in accordance with six typologies of questions: Confirmative Questions (QC), Specific Questions (QS), Descriptive Questions (QD), Explanatory Questions (QE), Open Questions (QO) and Self-answered Questions (QA). This quantitative analysis was undertaken to ensure a more neutral qualitative interpretation based on objective and accurate figures. As a consequence of the analysis, three features of questions are noticed: First, the proportion of the total number of questions asked by mentor to mentee was validated to gauge the mentorship discourse. Namely, a more equivalent ratio was determined to indicate a more vibrant and reciprocal discourse. Second, the manner of the answerer was determined to be as crucial as the intention of the questioner in contexts where the question ‘anything else’ was converted from ‘Confirmative Questions (QC)’ to

‘Open Questions (QO)’ by an inquisitive answerer. Last, the frequency of the six typologies of questions was found to be indicative of the dynamism in the mentorship discourse.

Discourse analysis is an important methodology in sociocultural science. Yet most studies in discourse analysis pay more attention to the linguistic clues, the length of talk per se of each interlocutor or the frequency of talk-turn. It was observed however, that the usage of certain linguistic clues was constrained and less visible when it came to conversation between non-native English speakers in the HERA mentorship program. In addition, counting the length of talk or the frequency of talk-turn in the mentorship discourse was found to be insufficient and a less effective approach for gauging whether the discourse is reciprocal or not. Since mentorship discourse is more storytelling with a narrative structure, the frequency and typology of questions by mentor and mentee are considered more adequate measures in this study. In other words, a more equivalent of ratio and the manner of answerer demonstrated that the role of mentee should be considered just as pivotal as the role of the mentor in the reciprocal mentorship process. According to Scandura and Schriesheim, mentorship should be *‘a transformational activity involving a mutual commitment by mentor and protégé’*, a definition which diverges from the prevalent definition of mentoring as the transmission of knowledge from a more experienced individual to a less experienced one. In this perspective, one valuable finding in this study is that of the role of the mentee in the mentoring discourse. It is particularly important to note that the more questions the mentee raises, the more actively involved in the mentorship discourse the mentee becomes. Relevant questions posed by the mentee can encourage ongoing communication in the direction of achieving desirable outcomes for the mentee. It is therefore in the mentee’s interest to be aware of the significant role he or she plays as both a questioner and a proactive answerer. As seen in this study, the more inquisitive attitude the mentee adopts as an answerer can propel a conversation into fulfilling the specific needs of the mentee.

The typology of questions in this study can be re-conceptualized to correspond with the Level of Learning (Bateson, 1972). Bateson affirms that the level of learning escalates from ‘Correcting’ through ‘Context’ towards ‘Questioning’. In the six typologies of questions, both ‘Confirmative Questions (QC)’ and ‘Self-answered Questions (QA)’ were not

perceived as typical types of questions, on account of the fact they seldom aimed to draw answers from the interlocutor. ‘Simple Questions (QS)’, however, can be seen to resemble the process of ‘Correcting’ in learning; hence both have an inclination to guide the counterpart to a specific direction of answer in the course of a conversation. In a sense, ‘Simple Questions (QS)’ may undermine a more dynamic and reciprocal discourse in the mentorship process. On the other hand, narrative questions such as ‘Descriptive Questions (QD)’, ‘Explanatory Questions (QE)’ and ‘Open Questions (QO)’ pose enquiries related to the ‘Context’ by seeking a more detailed description in the mentorship discourse. It is the recommendation of this research that the mentor and mentee in future mentorship processes mobilize more narrative questions in their discourse with the aim of developing a better understanding of each other as well as digging deeper into the issues. In particular, it is worthwhile to examine ‘Explanatory Questions (QE)’ among the narrative questions. Since ‘Explanatory Questions (QE)’ require justification and the opinion of the interlocutor, these facilitate the mentorship discourse and allow it to transcend to the level of ‘Context’ in learning. It was further demonstrated in the course of this study that when the mentor utilizes more ‘why’ questions, this helps the mentee explore the origin of concern. In consequence, this process propels the mentorship discourse into ‘Questioning’ as the ultimate Level of Learning (Bateson, 1972).

Object Formation towards a Mutually Beneficial Relationship

In Chapter VI, the trajectory of object formation was analyzed with the aim of investigating ‘how objects are formed and shifted in the reciprocal mentorship processes’ of the three selected dyads. Quantitative analysis was likewise conducted in line with the seven typologies of objects in Chapter IV: Object1 (O1): Topic Formation, Object2 (O2): Getting to Know Each Other, Object3 (O3): Career Planning, Object4 (O4): Job Searching, Object5 (O5): Finnish Worklife, Object6 (O6): Trends in Worklife (global era) and Object7 (O7): Special Interests. All successive meetings of the three selected dyads were tabulated according to the laps of time with every ten minute interval categorized by the seven typologies of objects and four typologies of object formation: 1) ‘within’ one-sided monologue and ‘within’ prescribed object, 2) ‘between’ mentor and mentee as a reciprocal dialogue but ‘within’ prescribed object, 3) ‘within’ one-sided monologue but ‘beyond’ a

prescribed object or 4) ‘between’ mentor and mentee as a reciprocal dialogue as well as ‘beyond’ the boundary of a prescribed object. Afterwards, the value of XY-coordinates was calculated accordingly and the trajectory of object formation was arrayed by means of two different dimensional approaches. Since the total number of successive meetings in the three selected dyads differs from one another (Dyad I: 7 times, Dyad II: 5 times, and Dyad III: 4 times), arraying by the seven typologies of objects allows for comparison of the three pairs against fairer criteria with identical categories.

The first step of qualitative interpretation in the second analysis was to compare the position of three selected dyads in the four-field of object formation in accordance with the value of XY-coordinates. As is demonstrated in Figure 8.1 below, the positions of the three dyads in the two four-field graphs largely overlapped with one another. As a result, the findings verify the validity of the seven typologies of objects as an indicative criterion when analyzing the trajectory of object formation.

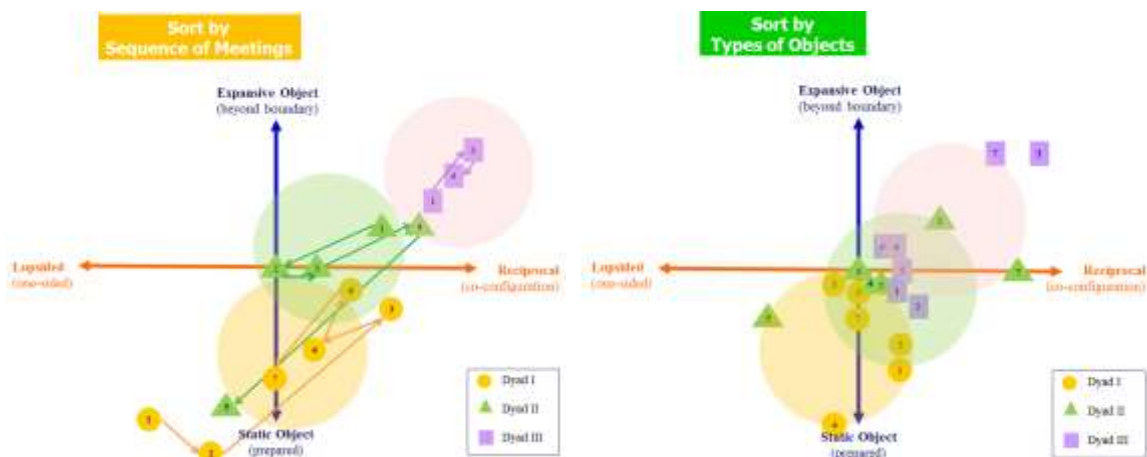


Figure 8.1. Trajectory of Object Formation From a Two Dimensional Approach

The second analysis which looks at the trajectory of object formation plays a conjunctive role in this study aimed at bringing together the first to the third analyses. First, the correlation between object formation and questions was discussed with the aim of examining the potential of the mentorship process towards a reciprocal and mutually beneficial partnership at the level of co-configuration. On the basis of findings set out in Chapter VI, it is noted that the total number of questions by either mentor or mentee is not in direct proportion to the typology of object formation. The proportion of questions asked

by mentor to mentee in and the type of questions, however, are revealed to play more crucial roles in a reciprocal mentorship process. Namely, the increasing share of questions by mentee and the rising number of narrative questions are observed to provide greater opportunities to develop a reciprocal and mutually beneficial partnership in the three selected dyads. Furthermore, when comparing the first and second most frequently employed types of objects, object formation and questions in the three selected dyads provided a platform for another meaningful form of latent mentorship at the level of co-configuration. Although the circumference of radial points in the actual mentorship represented by red-solid lines differs from one dyad to another, the surface areas of latent mentorship represented by green-dotted lines shows that there are nonetheless similarities among dyad as seen in Figure 8.2 below.

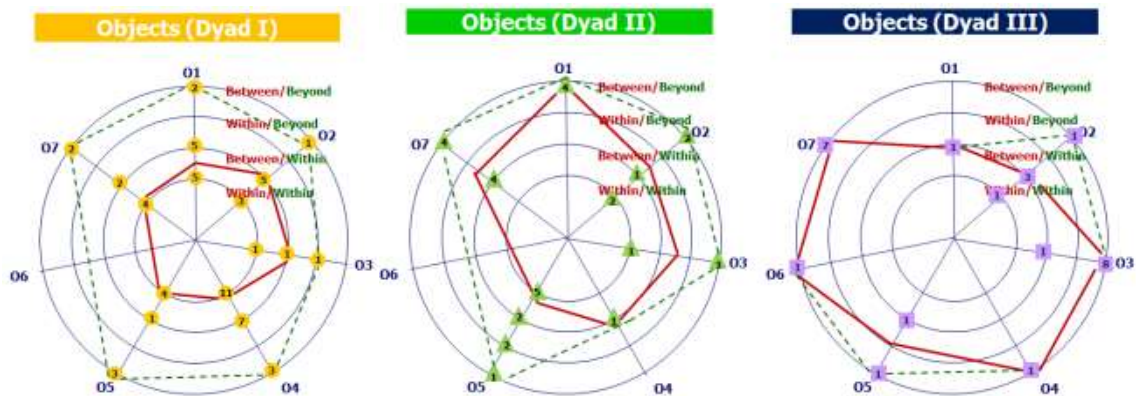


Figure 8.2. Surface Areas of Actual vs. Latent Mentorship in the Three Selected Dyads

The triangular model of an activity system gives us a preliminary understanding of an activity system. Each mentor and mentee in the HERA mentorship program is a ‘subject’ who engages, enacts and pursues collectively meaningful shared ‘objects’ in the activity of mentorship. According to Engeström, “the object is never fully reached or conquered. The creative potential of the activity is closely related to the search actions of object construction and redefinition (Engeström, 1999b, 380)”. Therefore, newly formed ‘objects’ may neither be clearly defined nor fixed, but are constantly renewed and evolve (Miettinen, 1998) in the mentorship process. In this study, each trajectory of object formation in the three selected dyads was measured by means of four typologies of object formation. The engagement of ‘subject (both mentor and mentee)’ as well as the boundary-crossing of newly formed ‘object’ was gauged by the typology of object formation. As a result, the

typology of object formation can be viewed as a novel approach to re-interpreting the mentorship process within the framework of an activity system.

Adequate Resources as Diversity of Mediating Factors

In Chapter VII, the HERA mentorship program in the three selected dyads were reviewed and re-conceptualized from the perspective of Cultural Historical Activity Theory (CHAT) in order to answer the third research question ‘Is the cross-cultural context identified and employed when the dyad shapes the objects in the mentorship process?’. Although the second analysis sets out the prospect of latent mentorship in the three selected dyads, it remains elusive how to implement such changes in future mentorship processes. Therefore, in line with the findings from the second analysis, modeling the structure of an activity system in a mentorship program was suggested in Chapter VII. Once a mentorship practitioner interprets the mentorship activity as a combination of subject, tools (mediating factors), object, rules, division of labor and community, they can introduce adequate resources surrounding them as newly formed ‘mediating factors’ for the sake of achieving collaboratively meaningful ‘object’. In contrast to a working hypothesis, it was verified that ‘rules’ were not fully acknowledged but considered as the underlying assumption of object formation by the three selected mentors in the post/interim interviews. On the other hand, it was noted that the inevitable gap between mentor and mentee in terms of business savvy and social capital converted these into meaningful resources by the mentor. Namely, the ‘division of labor’ of the mentor was more explicitly conceived and transformed into newly formed ‘mediating factors’ towards accomplishing ‘objects’ in the course of mentorship of the three dyads. Furthermore, the ‘division of labor’ of each mentor provided a meaningful platform for a more tailored mentoring partnership in the three selected dyads. Importantly, the significantly different styles of mentorship in the three selected dyads were introduced in Chapter VII to serve as reference points for both future mentors and organizers of mentorship programs.

Despite explicit differences between mentor and mentee, ‘community’ was not actively introduced by neither mentor nor mentee in the three selected dyads. In this study, ‘community’ is defined as one’s own ethnic/cultural contexts that are already imbued by

both the mentor and mentee. In spite of this fact, the ‘community’ of the mentor was only occasionally and implicitly raised and exploited as a ‘mediating factor’ when it came to ‘Object3 (O3): Career Planning’ or ‘Object4 (O4): Job Searching’. It can thus be concluded that ‘community’ cannot play a crucial role in the creation of newly formed ‘mediating factors’ absent a conscious attempt at the cross-cultural mentorship. In this study, however, neither ‘division of labor’ nor ‘community’ of mentee is scrutinized. It would therefore be impetuous to draw conclusions and discuss how tailored ‘mediating factors’ contribute to formulating more advanced level of objects such as expansive objects, boundary-crossing objects or hybrid objects. In brief, the finding from the third analysis of this study can help future practitioners understand the structure of the activity system as in Figure 8.3 below, so that they can confidently exploit relevant resources, such as ‘division of labor’ and ‘community’ as newly formed ‘mediating factors’ for the for the sake of achieving collaboratively meaningful ‘objects’.

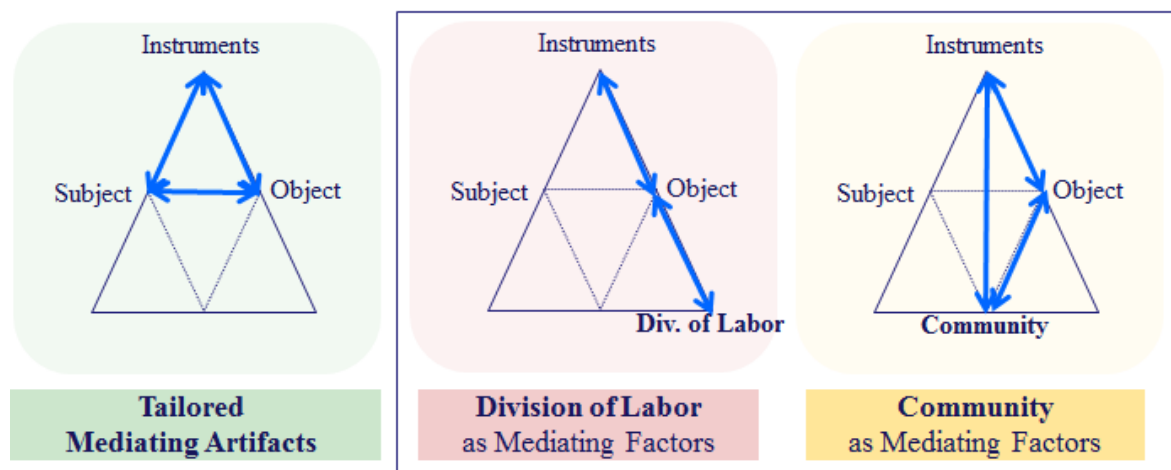


Figure 8.3. Object Formation by Means of New Mediating Factors in an Activity System

The ultimate purpose of this study is to introduce the concept of Cultural Historical Activity Theory (CHAT) as a basis for understanding a cross-cultural mentorship program. The modeling structure of an activity system would improve the practitioner’s awareness of relevant resources surrounding them for future mentorship processes, and in consequence, lead them to construct more tailored ‘mediating factors’ by means of intertwining with either ‘division of labor’ or ‘community’. It can be re-conceptualized through ‘internalization’ as introduced by Vygotsky, the originator of activity theory. From the

Vygotskian aspect of learning-driven development, John-Steiner and Mahn (1996) describe ‘internalization’ as *‘a process that occurs simultaneously in social practice and in human minds’*. As a valuable sociocultural approach to learning and development, Vygotsky (1986) states that ‘internalization’ is a co-constructive *‘transformation of communicative language into inner speech and further into verbal thinking’* when human minds are intertwined with social, historical, cultural and material processes. Therefore, the process of modeling an activity system structure in a mentorship program would allow the future practitioner to identify, recall and exploit their ‘division of labor’ or ‘community’ that is already internalized through a process of intertwining these with social, historical, cultural and material processes. In particular, when it comes to cross-cultural context, the chasm between mentor and mentee may not mean any longer that one is superior or inferior to another. The more the cross-cultural awareness of practitioners (both mentor and mentee) is enhanced and improved, the more satisfaction and fruitfulness in the mentorship process can be expected. Furthermore, the prospects for observing expanded, boundary-crossing or hybrid ‘objects’ becomes clearer and more viable in future mentorship programs.

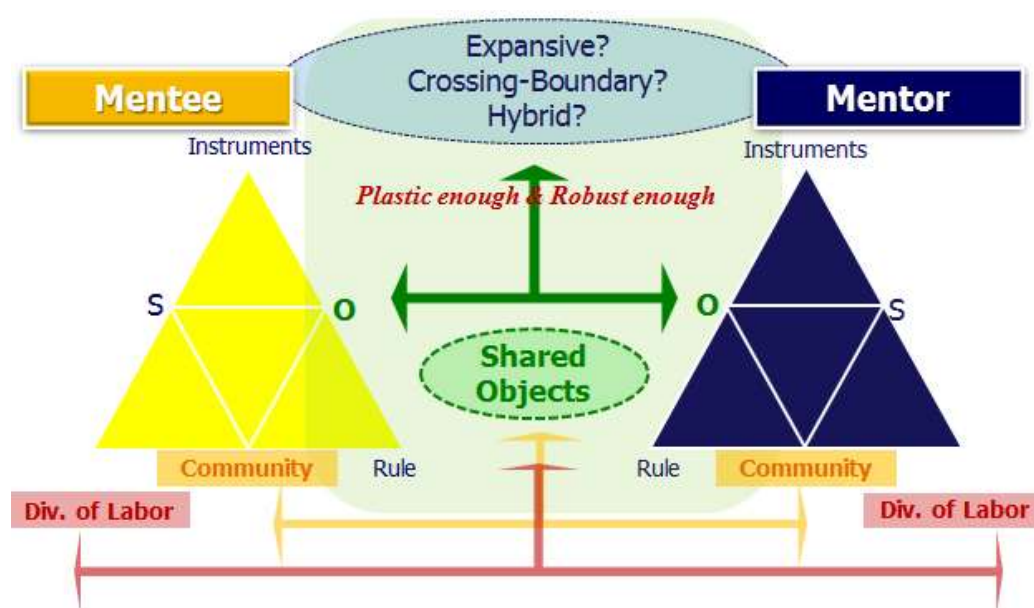


Figure 8.4. Prospects for Object Formation in Future Mentorship Process

VIII -2. Strengths and Limits

Double-hatted Position of Researcher

In this study, I was double hatting as a researcher and as one of the 28 mentees in the HERA mentorship program. This dual role allowed me to have deeper insights as one of practitioners; however, it might be perceived to undermine the position of a researcher who is supposed to be objective and neutral. In order to diminish this risk, I had put extra effort in keeping a certain distance from all the successive meetings of the three selected dyads. On the other hand, I had consistently participated in the three collective meetings as an active listener and being a mentee presented certain advantages to this study. One of these was that the process of selection and data collection was given the utmost support by the organizer of the HERA mentorship. As the videotaping collective meetings and conducting statistical analysis required obtaining the contact details and permission of all 56 practitioners, this study truly would have been more challenging without the support of the organizer.

The difficulty of data collection, however, is not unlike any other process of observational research. Since voluntary participation is one of the prerequisites for the HERA mentorship program, conducting mentorship meetings was highly contingent on the discretion used by each dyad. Besides that, the fact that the three selected mentors were the representatives of well-established companies, and all selected mentees were in their last semester made the scheduling of successive meetings in the three selected dyads as well as my data collection challenging at times. This explains why the total number of successive meetings is varied in each dyad and why some of the successive meetings were not video-recorded appropriately. In spite of the visible difficulties, the data produced by means of substitution through post/interim interviews with the practitioners via email, Skype or in person.

Validity and Reliability

In the beginning of this study, three sufficiently different mentor-mentee dyads were selected on the basis of the mentee's nationality, educational background and gender as well as drawing mentors from diverse occupations, work task areas and hierarchical

position within their respective organization. This has contributed to the validity of this study as it would be, applicable to other dyads in the context of a different mentorship program. At the same time, setting the criteria of each analysis was done beforehand with by conducting actual data analysis. In Chapter IV, the typology of questions, objects, and object formation were determined as a criterion of each analysis and all analytical approaches were conducted on the basis of the designated criteria. When it comes to carrying out an empirical analysis, all qualitative analyses and interpretations stem from historical and theoretical frameworks elucidated in Chapter II and III. Quantitative analyses also contribute to the validity of this study by means of keeping correlations among the criteria, historical/ theoretical frameworks. The analyses moreover correspond with the three research questions.

There are two main factors which enhance the reliability of this study: one is a quantitative analysis, and the other is the triangulation method of surveying. It will be recalled that the analyses in Chapter V and VI began with a quantitative analysis with the aim of generating accurate figures as a solid and unbiased ground for a qualitative analysis. This means that all figures in both chapters should be identical if another researcher were to verify them by the same process of data collection and methodological analysis. On the other hand, the preliminary interpretation of the researcher was verified by means of post/interim interviews with practitioners. In general, the interpretation of the researcher based on a qualitative analysis can be easily subjective or biased. In this study, however, accurate figures from quantitative analyses and a triangulation method by means of post/interim interviews were used to complement preliminary interpretations and to render qualitative analyses to remain as objective and neutral as possible.

In summary, the validity and reliability of this study is enhanced by means of consolidating historical/theoretical frameworks to empirical analyses as well as complementary approaches by means of quantitative analyses and a triangulation method.

VIII -3. Theoretical and Methodological Implications

As set out previously, the ultimate purpose of this study is to introduce Cultural Historical Activity Theory (CHAT) as a framework with the aim of shedding new light on future mentorship programs, especially within cross-cultural contexts. Over the last decades CHAT has been recognized as one sociocultural approach to learning and development. Though CHAT is an empirical and practical theory in learning-driven development, numerous literature on CHAT have largely been applied to established and stable organizational contexts. However, unlike the practitioners in antecedent studies, the HERA mentorship program consists of voluntary participants who are anchored in various affiliations. Engeström (2006), as an originator of the third generation of activity theory, introduces a new concept ‘knotworking’ as a novel approach in organizational development. Unlike the prevalent concept of the ‘network’, Engeström explains that ‘knotworking’ is a more *‘elusive and improvised phenomenon’*. ‘Network’ means *‘relatively stable connections between organizational units’*, whereas ‘knotworking’ can be described as periodical collaboration between partners for a particular purpose or *‘a new kind of crowd’* that moves *‘towards a common goal’* (Rafael, 2003). Since all practitioners of the HERA mentorship are neither organizational units nor stably connected each other, it cannot be named a ‘network’. Mentors and mentees are more engaged in ‘knotworking’ that as dyads collaborate periodically towards a common goal. In this sense, this study would contribute to enlarging the application of CHAT to the scope of ‘knotworking’.

On the other hand, this study could contribute to future discourse and analysis. While most analyses have concentrated on either finding linguistic clues, measuring talk-length or counting the numbers of talk-turn, this study finds that the questions should be exploited as a novel indicator in discourse analysis. Since most practitioners of the HERA mentorship are non-native English speakers all prototypical linguistic clues in the course of conversation were less visible. In addition, neither the length of talk nor the frequency of talk-turn was found to be sufficient to gauge of level of reciprocity in the mentoring discourse. Consequently, this study would provide a platform for further research on the questions as a meaningful indicator in future discourse analysis.

VIII -4. Empirical and Practical Implications

Notwithstanding the origins and preceding work on the topic of mentorship, previous studies on mentoring are neither flexible enough nor robust enough to be applied to other studies. Moreover, the ambiguous ‘multiple-meanings’ of mentoring have not succeeded in drawing the line between mentoring and the various forms of knowledge transmission. In this study, however, a innovative concept of mentoring is suggested in line with the right path of Victor and Boynton. Specifically, this study sets out the prospects of mentorship as a level of mass customization that can evolve to a level of co-configuration. In other words, this study elucidates how mentorship can be converted into a reciprocal partnership and mutually beneficial relationship beyond the pervasive ways of knowledge transmission from mentor to mentee. Nevertheless, as it should be understood that conducting a mentorship process is highly dependent on the discretionary power of each dyad, CHAT can be helpful for future practitioners to embrace opportunities amidst stagnating discourse. The framework of CHAT would allow the practitioners to identify, recall and mobilize valuable resources surrounding them as tailored mediating factors leading to a more satisfactory and fruitful mentorship process.

More importantly, this study would provide both future practitioner and organizer with practical recommendations to improve the mentorship process. In Chapter V, different typologies of questions were scrutinized, and narrative questions are recommended as effective tools in reciprocal discourse. In Chapter VI, the prospects for latent mentorship in comparison with actual mentorship were discussed in the three selected dyads. In Chapter VII, the three significantly different styles of mentorship were introduced within the framework of CHAT. All these tools can be used to guide future practitioners and organizers to uncover hidden stumbling blocks prior to mentorship, and open the door to opportunities which propel mentorship towards accomplishing meaningful outcomes. Instead of evaluating the outcomes of the three selected dyads, the purpose of this study is to open up a space for expansive learning and boundary crossing in the cross-cultural mentorship process. Since the best way to predict the future is to be actively involved in the creative process of building it up this study and the novel approaches therein should be

utilized in the envisioning mutually beneficial partnerships for mentor, mentee and organizer in future mentorship programs.

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